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ABSTRACT

The services and effects of a 3-year project designed for a selected group of students in the low range of mental ability (and/or with subaverage intellectual functioning) enrolled in the Eastern High School (Washington, D.C.) are reported. The objects of the demonstration project were to provide for unmet academic, social, prevocational and vocational needs of handicapped students; to provide vocational rehabilitation services concurrent with educational services to enhance job placements; and to establish a mutually facilitative relationship between the Department of Vocational Rehabilitation and Public Schools. The project population consisted of 12 to 13% of the student body (age range of 16 to 21 years) from culturally disadvantaged backgrounds who were exposed to vocational counseling and guidance, training, employment, and followup counseling. During the project period (1966-1968), 784 referrals were received; of these, 330 cases were accepted for services. The cases closed as successfully rehabilitated during the project period numbered 140, representing approximately 42% of the cases accepted for services. Clerical and sales occupations accounted for the job placements in about 66% of the cases. Information on project expenditures, implications, and specific recommendations are provided. (RI)

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A COORDINATED PROGRAM OF THE DEPARTMENT OF VOCATIONAL REHABILITATION AND PUBLIC SCHOOLS FOR MENTALLY RETARDED STUDENTS IN BASIC ACADEMIC TRADE

FINAL REPORT

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A COORDINATED PROGRAM OF THE DEPARTMENT OF VOCATIONAL REHABILITATION AND PUBLIC SCHOOLS FOR MENTALLY RETARDED STUDENTS IN BASIC ACADEMIC TRACK

Final Report

Project Number RD-3068

Project Director: David O. Songer

The Department of Vocational Rehabilitation
Government of the District of Columbia
Washington, D.C. 20035

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June, 1969

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PREFACE

This final report of Project (DBS-PS) is a recapitulation of the services provided to, and the effects realized with, a selected group of youngsters in the low range of mental ability (and/or with subaverage intellectual functioning) enrolled in the Eastern High School in the District of Columbia. This was a selected demonstration project of three years' duration, developed along the lines of prototype projects. Its objectives were to provide for unmet academic, social, prevocational and vocational needs of handicapped students; to provide vocational rehabilitation services concurrent with educational services offered by the school; to eventuate in a suitable job placement for a substantially greater number of handicapped students; and to establish a mutually facilitative relationship between the Department of Vocational Rehabilitation and Public Schools.

The Project was administered by the District of Columbia Department of Vocational Rehabilitation as a cooperative effort with Public Schools and was partially funded by a grant from the Social and Rehabilitation Services, U.S. Department of Health, Education and Welfare. The report describes the activities of the Department and Public Schools staffs in working with eligible student-clients referred to the Project by the Eastern High School.

The Project received a total of seven hundred eighty-four referrals from the school. This report describes the population, methodology and services provided. It also discusses the results and implications and makes recommendations for future cooperative programming for handicapped youths of school age. Tabular presentations of significant data was summarized and discussed in the body of the report. The cooperative agreement, sample forms for data collection and other relevant materials make up the Appendices.

Project (DBS-PS) was initiated by Norman M. Pierson, Director, District of Columbia Department of Vocational Rehabilitation, who also provided the administrative direction necessary for the successful operation of the Project. Acknowledgement is also made to John D. Koontz, Associate Superintendent, District of Columbia Public Schools, Madison M. Tigner, Principal and Shirley D. Brown, Assistant Principal, Eastern High School, for their continued assistance in the Project. The report was written by David D. Savage, Project Director, with the valuable assistance of Dr. Sudhanva B. Mitra. Layout and preparation and processing of magnetic tapes were ably performed by Mrs. Paula Freeman. Staff members whose participation contributed to the success of the Project are listed on the following page.

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CHAPTER I

INTRODUCTION

Research and demonstration in vocational rehabilitation over the past several years have proven that substantial numbers of those who have limited educability and considerable limitations in adaptability can acquire sufficient skills to become productive-contributing members of society. The simple, repetitive, and routine jobs which could be performed by the retarded are, however, continuously on the decline. It is rather premature to predict at this stage what effect automation will have on the handicapped worker when machines are introduced in industries on a full scale. Therefore, there is an urgent need for developing "action programs" well in time. The primary goal of such programs is to prepare the handicapped youth both academically and vocationally to realize their fullest potentials, so that they may lead a life with economic independence and human dignity. The cooperative programs in public schools and rehabilitation agencies, which have been developed in recent years, are actually designed to achieve this goal.

Background Information

Public schools in the District of Columbia are charged by law with the responsibility of educating children, including those who are disabled, from the time they enter school until they complete their formal education. There is a sizeable number of mentally and functionally retarded children enrolled in high schools who do not possess sufficient physical, social or emotional maturity to receive maximum benefit from the educational program. Many of this group terminate their relationship with the school totally unprepared for the world of work.

Due to the lack of funds and a shortage of facilities, specially trained teachers and other personnel, the public school system is limited in the extent to which it can establish the broad range of programs needed to provide for these limited young people. Lacking these programs, there is little to hold their interest. This, no doubt, contributes to the tragic record of large numbers of dropouts at the secondary level. More tragically, the dropout problem is too often

accompanied by other problems, such as juvenile delinquency, rebellious maladjustment, etc.

The Department of Vocational Rehabilitation assumes responsibility for providing authorized vocational rehabilitation services to disabled residents of the District of Columbia. Special efforts are made to serve disabled youths enrolled in the public schools, but successful rehabilitation of these youths has been difficult to achieve because they generally do not possess sufficient maturity to receive maximum benefit from the Department's services and succeed in the labor market. Because of the high dropout rate, many disabled students do not come to the attention of the Agency until they have been out of school for considerable periods of time. When these delays occur most of these young people experience further frustration and defeat, become less motivated, acquire poor work habits, if any at all, develop police records, and/or become dependent on welfare for support. Under these conditions, the probability of successful rehabilitation is considerably lessened. Moreover, the services required for successful rehabilitation multiply and stretch over long periods of time. These conditions make the cost of rehabilitation services nearly prohibitive.

Both Public Schools and Vocational Rehabilitation have explicit responsibilities in preparing the handicapped student for productive living. Since neither agency has complete resources requisite to an adequate program for these young people, a number of meetings between the public school and the rehabilitation departments were held to develop a program designed to "bridge the gap" between school and employment. It was believed that such a cooperative program, based on the complementing and blending of services before formal education was completed, would greatly enhance the effectiveness of meeting the needs of such students.

Statement of the Problem

As mentioned above, neither the Department of Vocational Rehabilitation nor Public Schools had previously provided adequate services to handicapped youth enrolled in secondary schools and there was no effective working relationship between the two agencies. During the four year period immediately preceding the

initiation of Project 2368-RD, the Department received an average of 175 referrals per year from Public Schools. During this same period the enrollment for secondary schools averaged 47,224 of which an average of 4,617 were reported as handicapped. It is suspected that the number of students reported as handicapped may not actually represent the true number of the handicapped in the secondary schools. This suspicion is partially substantiated by the fact that the Project received 334 referrals during the first year of operation. These referrals were all from one high school and were limited to those individuals with subaverage intellectual functioning. Estimates of the number of functionally retarded youths enrolled in secondary schools in the District of Columbia run as high as 30 per cent of the total school population. In fact, at times during the past decade Public Schools has reported handicapped enrollments of between 20 and 25 per cent in the secondary schools.

Many of these handicapped youths were, of course, potential dropouts. During the four year period prior to the Project the dropout rate for high schools in the District of Columbia averaged 11.5 per cent per year. School year 1964-65 saw only 56.3 per cent of those who had entered the seventh grade six years earlier graduate from high school. One function of the Project was to encourage prospective dropouts to remain in school until they reached their maximum scholastic potential. If the student-client must leave school before completion, he would continue to receive vocational rehabilitation services as necessary. Generally, the aim of the Project was to provide vocational rehabilitation services, concurrent with educational services, to retarded enrollees of the Eastern High School in an effort to keep them in school as long as practicable and make them ready for job training or selective job placement upon their separation from the school either through dropping out or graduation. It was anticipated that following the three year demonstration the Project would become a part of the regular ongoing programs of the Department of Vocational Rehabilitation and Public Schools, and that the services would be expanded to include more schools and to serve all disability groups included in the high school enrollment. Services provided included counseling and guidance, medical, psychological, social and work adjustment evaluation, prevocational and vocational training, selective job placement and follow-up.

Early in 1965 the District of Columbia Department of Vocational Rehabilitation, after having negotiated a cooperative working agreement with Public Schools (Appendix II), submitted a proposal to the Vocational Rehabilitation Administration for funding a demonstration project, entitled: *A Coordinated Program of Department of Vocational Rehabilitation and Public Schools for Mentally Retarded Students in Basic Academic Track.* The Project had three specific objectives:

1. To provide for unmet academic, social, prevocational and vocational needs of handicapped students in secondary schools;

2. To provide vocational rehabilitation services concurrent with educational training offered by secondary schools to eventuate in a permanent job placement for a substantially greater number of handicapped students in the secondary schools; and

3. To establish a mutually facilitative relationship between Public Schools and the Department of Vocational Rehabilitation which will enhance the services of each.

The Vocational Rehabilitation Administration approved the proposal and awarded the District of Columbia Department of Vocational Rehabilitation a one year demonstration grant to partially fund the Project for the 1965-66 year. Subsequently, applications for continuation of the grant were submitted and approved for the years 1966-67 and 1967-68.

Project Setting

Project 2068-RD was operated in only one of the District of Columbia's eleven regular high schools. The institution selected for the demonstration was the Eastern High School which had a total enrollment of approximately 2,800 students. It is a typical high school which has experienced all the normal changes that occur when a community experiences a population shift from the city to suburban areas. The school services an area of the city which has

been designated as an impact aid area, thus qualifying for federal financial assistance.

The Eastern High School is located in Planning Area C. Area C is truly the problem area of the city. With an estimated population of 247,200 persons (in 1968) this is the second most populous of the four planning areas. From 1960 to 1968 Area C experienced a population increase of 19 per cent. In excess of 86 per cent of the population is Negro, reflecting almost the exact opposite of racial imbalance of population in Area A. The median age of Area C residents is 24.0 years and the age distribution is relatively even. As of the 1960 Census, 32.1 per cent of the population fell into the 14 years of age and younger category, 41.3 per cent of the residents fell into the 15 through 44 years of age group, and 26.6 per cent of Area C citizens were 45 years of age and older. Of the four major planning areas, Area C has the lowest level of educational attainment and the lowest median income. The median number of school years completed for Area C residents is 8.5 and only 11.5 per cent of the residents have any college education. The percentage of persons completing one to four years of high school is 40.3, while 48.2 per cent of the population attained an eighth grade education or less. The median income as of 1959 for Area C families was $4,559, less than half of the median income for Area A families and approximately $1,500 less than for the other major planning areas. Twenty-two per cent of the Area C housing is considered to be either deteriorating or dilapidated, and conditions of overcrowding are more extensive than in any other area of the city. Another distinctive characteristic of Area C is that it provides the base for most of the non-publishing industrial operations in the city.

Area C shares Area B's dubious distinction of having the city's highest crime rates. For example, in the fiscal year 1965, fifty-six point nine per cent of the 44,218 arrests for violations of the District's intoxication laws occurred in Area C. As might be suspected, most of the arrests were made in areas which harbor many of the city's slums.

As of March 31, 1967, forty-five per cent of the Department of Vocational Rehabilitation's referrals for the fiscal year were from Area C. A large portion of Public Assistance Department referrals,

persons with chronic physical conditions, individuals with behavioral disorders and severe emotional problems, and alcoholics are referred to the Department from this part of the city.

At the time the Project was approved, the Eastern High School, like all other high schools in the District of Columbia, had a track system for ability grouping. Students in the low range of mental ability were placed in the basic academic track. In September 1965, between 12 and 13 per cent of the 2,621 students at the Eastern High School were in the basic track. The track system was later abolished through a court order.

Review of Literature

State institutions were originally designed for segregation and custodial care of retardates who were regarded as "social risks". From this policy, emphasis slowly shifted to the idea of habilitation. The habilitation concept first found its expression in the "colony plan", developed by Dr. Charles Bernstein, then Superintendent of the Rome State School in New York. Under this plan, groups of retardates were placed in a work setting for more normal living. Dr. Bernstein founded the first farm colony for boys, in 1906, and the first domestic colony for girls in 1914 (Davies, 1960).

With the passage of the National Civilian Vocational Rehabilitation Act in 1920, the idea of vocational rehabilitation was firmly established, but mental retardation was not included among the disabilities which came within the purview of the Act. At that time, the colony plan was by and large the only program pinpointed at rehabilitation. In 1943, the Barden-La Follette Amendments to the Act (Public Law 113) for the first time specifically included mental retardation, and also widened the concept of rehabilitation. Finally, the 1954 Congress passed the Vocational Rehabilitation Act (Public Law 565) which augmented the fund and expanded the scope for rehabilitation services. This was the year which marked the beginning of numerous special rehabilitation projects for the mentally retarded that are now in existence (Dybwad, 1964).

The most significant recent development in rehabilitation of the mentally retarded has been the establishment of cooperative

programs of vocational rehabilitation agencies and public schools in many communities throughout the country. The major objective of such programs is to motivate potential drop-outs to continue in school till they can graduate, and to provide, at the same time, work experience opportunities according to their needs and capabilities to insure a smooth transition to the world of work. A few selected cooperative programs which are based on the work-study concept and are comparable to the present project are reported in this section.

The School-Work Experience Project at Milwaukee, Wisconsin (1959-1964) reported that the positive effect of the program was discernible in the return of the sizeable proportion of highly motivated upper range retardates from workshops to school on a full-time basis to achieve their certificate of completion. The Project staff came to the conclusion that "the approach of providing work and school activities for the mentally retarded should be a necessary part of the curriculum for the mentally retarded".

In a coordinated program in West Springfield, Massachusetts (1967), the findings of the Milwaukee Project were substantiated. The West Springfield Public Schools have structured a correlated occupationally oriented academic curriculum. This utilizes the concerted efforts of classroom teachers, occupational evaluators, and vocational rehabilitation counselors. Their criterion for graduation is "the individual student's ability to be absorbed into the labor market at a level commensurate with his aptitude and interests". In their report, the Public Schools have commended the program as follows:

> This curriculum development through actual experience, rather than through theory, has proven to be one of the most valuable results of the project. . . The anticipation on the part of the younger students for their future success has helped in retaining the potential drop out.

The need for job orientation in the academic curriculum has also been stressed by Grammatico and Snyder (1968):

> The classroom and job training facility are not polar but two points on the same continuum. . . A developmental academic curriculum should include job related concepts, problems, and functions as part of its design.

The Vigo County School Corporation-Vocational Rehabilitation Project at Terre Haute, Indiana (1963), recommended that "there be incorporation of direct vocational training into the curriculum for the twelve to eighteen year old retarded students".

The special education project at Morrilton, Arkansas (1963-1964) concluded that a "functional plan, vocationally oriented is necessary for the phase of life that comes before graduation".

Oswald's (1968) follow-up study of mental retardates employed by the federal government indicates that certain factors other than I.Q. test score, grade level completed in school, or reading achievement operate to effect job success. The factors which have a significant relationship to job success are "the capabilities of the retarded employees to take directions, how well they follow through on their tasks and how well they pace their work". Other studies (Appell, Williams, and Fishell, 1968; Kolstoe, 1961; Gellman et al., 1964; Peck and Stephens, 1964) generally support these findings.

The cooperative project at Saint Louis, Missouri (1967) emphasized the need for the extension of habilitation services into the community to provide realistic experiential programming. The same implication is derived from a number of other projects (Kolstoe and Frey, 1965; Wilmington, Delaware Project, 1968; Worley, 1967). "Extra-mural programming" on an actual job location not only offers opportunities to work with normal associates in related activities, but also provides valuable experience in job changes, production demands, and different supervisory styles.

The cooperative education/rehabilitation work-study program in Essex County, New Jersey (1967) advocated a conjoint effort with other agencies, such as child guidance clinics, sheltered workshops, family services, and vocational schools for offering comprehensive services to the retarded. It specifically stressed the importance of "parental involvement in agency planning of the educational/vocational program for the retarded child".

The cooperative program at Atlanta, Georgia (1967) put special emphasis on the concepts of "interagency cooperation" and

the "team approach" for education and habilitation of the mentally retarded. It also viewed "parent counseling" as an important factor in the success of the program. According to this study, four areas of competency basic to all vocational success are: "(a) learning and adjustment, (b) motivation and attitude toward work, (c) interpersonal relations, (d) self-perseverance".

The efficacy of the collaborative programs for the handicapped has been described by Mr. Joseph Hunt, Commissioner Rehabilitation Services Administration, United States Office of Health, Education and Welfare, in the following terms (1968):

> These programs, now found in virtually every state, have enjoyed a remarkable growth and have been responsible for an impressive increase in the number of handicapped young people being rehabilitated by State Vocational Rehabilitation Agencies. They have brought about a marked improvement in the quality of both education and vocational rehabilitation programming. The young people enrolled in these programs are receiving services at the time when they are best able to benefit from them.

The projects which started as innovation and experimentation in the cooperative efforts of two agencies--special education and vocational rehabilitation--have set in a chain reaction. One result is the culmination of interagency planning in the form of the Vocational Education Amendments of 1968. This legislation has ushered in a new era of interagency programming for the handicapped, the major participants in the cooperative contract being vocational education, special education, and vocational rehabilitation.

CHAPTER II

METHODOLOGY

Project 2363-RD was initiated as a pilot program for retarded secondary school students with the sole purpose of preparing them for the labor market while they were still in school, and helping them to secure suitable, gainful employment when they left school. The venue selected was the Eastern High School, because a substantial proportion of its student body qualified for the program. As the project was intended to serve as a model for development of cooperative programs in other secondary schools, its procedural steps were clearly defined and executed in an orderly manner. The methods of procedure are delineated in this chapter.

Population

The Project, as approved in September 1965, was proposed to serve basic track students at the Eastern High School. Students enrolled in the basic curriculum either entered the tenth grade after completing the basic program in a junior high school or were placed in this curriculum on the recommendation of a school psychologist following comprehensive evaluations. These youngsters usually experienced frustrations in learning situations, generally reflected social immaturity and were mostly devoid of realistic academic or vocational aspirations. The Project population is perhaps best described in the definition given in the Minneapolis Public Schools-VRA (Project 681) report: "...those youth who function in a retarded manner in relation to the multifaceted criterion of adequacy in a large public school system, and who are considered to be mentally retarded on the basis of an individual psycho-social-educational diagnosis."

Students in the basic track were screened for the Project if they had an I.Q. in the range of 55 to 82, and/or if they were performing three years below the grade level, providing, of course, there was a reasonable expectation that such student-clients could eventually engage in remunerative employment with the necessary services. Student-clients selected for the Project included both males and females, generally in the age range of sixteen through nineteen. Youths recently dropped from school were also considered for the

Project services on the basis of the above criteria, if there was reason to believe they would benefit from such services.

Immediately following the initiation of the Project, parents were given veto power over placement of their children in the basic track. This resulted in huge outbacks in the basic track enrollment. On June 18, 1967 the track system was banned by United States Circuit Court of Appeals Judge James Skelley Wright. The school system has had no formal pattern of grouping students, by ability or otherwise, since this court decision was handed down.

As a result of these developments it became necessary to avoid usage of the term "basic track" or "basic student", and other methods have been used in identifying these educable retarded youths. Project personnel continued to secure written permission, from the parents or guardians of student-clients, prior to providing services to them.

Method of Referral

Referrals were made to the Project by the school counselors, teachers, assistant principals, school nurse or other personnel in the high school. Each student accepted for services by the program became a client of the Department of Vocational Rehabilitation meeting the eligibility requirements set forth in the State Plan as especially modified for this Project. The referral process was strengthened as the Project Counselors became familiar with student records maintained by the school. The counselors were allowed to delve into such records which enabled them to prepare lists of student-clients who prima facie required vocational rehabilitation assistance.

Responsibility for Services--General

There were certain services which fell within the scope of responsibility of Public Schools and of the Department of Vocational Rehabilitation. These are discussed in the following section. In

certain other areas it is almost impossible to delineate the responsibilities of each agency. These areas included counseling and prevocational training services, wherein the Project School Counselor, Vocational Rehabilitation Counselors, Teachers, Psychologist, Social Worker, etc., must all be considered as the counseling staff of the Project. The majority of the student-clients accepted in the Project came from low socio-economic status. Their attitudes, beliefs, concepts and value judgments were different from those of the counseling staff. Accordingly, the major task of the Vocational Rehabilitation Counselors was to help the student-clients understand their own problems, evaluate their own strengths and weaknesses, and work toward a satisfactory solution. Such counseling roles had to start at the initial interview and had to continue until work adjustment was assured through follow-up.

Vocational training for the student-clients of the Project was provided in a number of different settings. The Eastern High School has vocational training classes in which some of the student-clients were enrolled. The school offers courses in home economics, wood working, printing, general electricity, etc. For the most part, the training offered here is more for the purpose of establishing the correct use of tools than training for particular job skills. However, for evaluative purposes such training was helpful in formulating employment objectives for the student-clients.

In Washington, D.C., there are many opportunities for employment as office workers who are required to handle routine type clerical jobs. Some of these jobs can be performed by educable retardates, provided they are trained in specific skills. For these reasons, a special program was established at the Eastern High School under the auspices of the Project to train the student-clients in practical office procedures. The program was designed to teach simple and concrete skills required of the typical clerical worker and office machines operator. A remedial program in reading was also set up on an experimental basis to improve the student-clients' reading ability which is so essential to all learning. Both the special programs in office practices and remedial reading are described in greater detail in Chapter IV.

The Department of Vocational Rehabilitation has

arrangements with private training institutions and workshops that provide training in various areas such as food services, upholstery, carpentry, dry cleaning, electrical appliance repair, industrial sorting, janitorial, messenger, clerical, etc. These facilities were used in providing evaluation, training, and short term adjustment programs.

The Department also has provisions for on-the-job training, where student-clients were placed directly into commercial establishments and trained by the management working in close cooperation with the Project staff. This arrangement has been effective in job promotion, as many employers prefer to train their own employees and usually hire trainees upon completion of the training programs.

Responsibility for Services-Specific

Activities which were traditionally and legally the function of Public Schools (not specifically assigned to the Department of Vocational Rehabilitation) remained the responsibility of the high school. These activities included: psychological testing services (for general school purposes); group measurement studies for guidance, instruction, and curriculum adjustment purposes; revision of the core curriculum to adapt to the needs of students who are under-achievers, or who have special problems; development of new techniques and materials for use with culturally disadvantaged youth; school improvement programs for teachers geared to promote a better understanding of and heightened sensitivity to the problems and needs relating to the education of youth in low socio-economic areas; special efforts to promote increased participation by parents in the programs of Public Schools; establishment of dropout prevention programs with the objectives of (1) developing and improving, in children and their parents, sound academic and vocational aspirations for the students; (2) developing a realization that completion of the twelfth grade is desirable for any worthwhile employment; and (3) developing a sound appreciation for the world of work by involving the students in work-study activities and vocational education programs.

The operational aspects of the program as they related to

activities which were currently, traditionally and legally the functions of the Department of Vocational Rehabilitation were administered according to the stipulations of the State Plan for Vocational Rehabilitation. Such services included: vocational diagnosis and determination of eligibility for vocational rehabilitation services; vocational counseling and guidance; physical, psychological, and psychiatric evaluation not ordinarily done by Public Schools; physical restoration services including prostheses; vocational training and training supplies; maintenance and transportation where indicated; selective job placement; follow-up; in-service training for the Project personnel, involving both the prevocational and vocational aspects of the program; provision of equipment for the special office practices training classroom; liaison service with community agencies to secure services not available through the school or the vocational rehabilitation programs; serving as a consulting agency and assisting in the successful assimilation of the Project into the ongoing operations of the school; and collecting and reporting information including the establishment of individual case records for student-clients served in the Project.

Rehabilitation Evaluation

The Project provided a comprehensive rehabilitation evaluation including medical, psychological, educational, socio-cultural and vocational factors. Student-clients were provided with medical diagnostic services from qualified physicians and psychological evaluations were made by qualified psychologists, as needed, to supplement medical and psychological information available from the school records.

All available pertinent information was gathered and reviewed, and the Project Social Worker and/or the Vocational Rehabilitation Counselor made home visits, where practicable, following the referral of the student to the project. During these visits, the objectives of the program were explained to the parents or guardians and their cooperation was encouraged. These visits also served to study the social history and the present environmental stimuli of the student-client, thereby making possible a better diagnosis of his "total problem". In the light of the social evaluations, tentative plans could be formulated for a solution to

such problem.

Prevocational evaluation was carried on in available facilities within the school as well as in outside establishments. This evaluation included subjective appraisal by the classroom teacher and observance of performance in work-training and part-time jobs by the Work Adjustment Evaluator and the Vocational Rehabilitation Counselor. An evaluation shop was established in the high school in an effort to make a comprehensive assessment of work experience, work tolerance, and potential work adjustment. Techniques utilized in this shop included work samples and standardized tests. Attempts were made to keep abreast of employment needs in the community and to keep the evaluation processes in line with these needs. A sample of prevocational evaluation forms will be found in Appendix III.

Placement and Follow-up

Job placement and follow-up for the Project student-clients was ultimately the responsibility of the Vocational Rehabilitation Counselor. Assistance in selective placement was given by the Project Work Adjustment Evaluator and the Placement Specialists from the regular Agency program. Adequate follow-up was provided on an individual needs basis.

Professional Staff

The Project operations were conducted through the joint efforts of the professional personnel from the Department of Vocational Rehabilitation and the Eastern High School. The Department was represented by the Project Director, three Vocational Rehabilitation Counselors, one Psychologist, one Vocational Adjustment Evaluator, one Social Worker, and two Clerk-Dictating Machine Transcribers. The staff from the school consisted of one Assistant Principal (half-time), one School Counselor (full time), and one Teacher for Office Practices Course (full time). There were also several consultants, or resource personnel in the Project representing both agencies. An outline of the duties of the professional staff members is given in Appendix III.

Collection and Analysis of Data

The Case Service Report (Form R-300), required by the Social and Rehabilitation Service, is designed to accumulate basic information about individual clients. This was the main source of the statistical data reported in the study. These data referred to: the student-clients' age and grade at referral, the length of their stay on the Agency rolls, the cost of services provided for them, their occupations when rehabilitated and their weekly earnings in those occupations. A second source of statistical information was the Cumulative Caseload Report (Flowsheet), submitted to the Social and Rehabilitation Service each quarter. Certain data on referrals and closures were compiled from this Report. A third source of the statistical data was developed by the Project itself for its effective operation. These were the I.Q.s and the reading grade levels of the student-clients as determined by the Project Psychologist on standardized tests. All the above data were collated properly, and are presented in tabular statements in the following chapter.

CHAPTER III

RESULTS

The unique feature of Project 2368-RD was the integration of the educational and vocational rehabilitation processes. The Project was designed to generate interest of the student-clients in the academic program of the school by making the curriculum partly job oriented and at the same time offering work experience which would prepare them for the world of work. The array of rehabilitation services had, therefore, to be matched with the educational program of individual student-clients. As a result, a large number of student-clients who were prospective dropouts remained in school until they reached their apparent maximum academic potential. The pertinent data of the coordinated program services in the major operational areas from referral through closure are presented in this chapter.

Referrals

A total of 784 referrals were received during the demonstration period. As could be expected, the largest number of referrals were made during the first year of operation. This occurred because the initial referrals came from all three grades in the high school. During the later periods the bulk of the referrals came from the incoming tenth grade groups. Of the 784 referrals received, 330 (or about 42 per cent) were accepted for services. One hundred ninety-six (or 25 per cent) were closed before acceptance with the reason most often given being "unable to contact or locate, moved or died". Eighty-two (or about 10 per cent) of the referrals received were transferred to Vocational Rehabilitation Counselors not working in the Project, and 176 (or about 23 per cent) remained on hand at the end of the reporting period. The disposition of referrals made to the Project is shown in Table I.

The age range for the student-clients rehabilitated in the Project was five years one month. During the fiscal year 1968 the only case closed rehabilitated was that of a twenty year old male student-client who left school from the tenth grade to accept

Table I

DISPOSITION OF REFERRALS

	1965-66	1966-67	1967-68	July-Dec. 1968	Total
Referrals received	304	329	294	122	784
Accepted for services	114	168	102	6	390
Closed before acceptance	5	47	100	23	175
Total processed	119	173	202	29	565
Transfers	-29	-23	6	0	-42
Total remaining	156	82	83	179	179

full-time employment. (This young man had already spent four years in the tenth grade and was apparently at a complete standstill academically.) For the fiscal year 1967 the overall age range for males, grades ten through twelve, was seventeen years one month to twenty years two months. The range for females that year was sixteen years nine months to twenty years six months. The widest range for any given period was that of the females in fiscal 1968--sixteen years nine months to twenty-one years four months. Ages for cases closed rehabilitated for the entire demonstration period ranged from sixteen years three months (male) to twenty-one years four months (female). Ages of twenty years and over showed up most often in the tenth grade for males, while they occurred most often for females in the twelfth grade. The ages referred to here were at the time of referral. Many of these cases remained active for twenty-four months and longer before being closed rehabilitated. The age range, sex, and grade of the student-clients are presented in Table II.

Types of Closures

The total number of cases closed following acceptance for services was 179 (or 64 per cent). Of this number, 140 (or 78 per cent) were closed as successfully rehabilitated; 26 (or about 15 per cent) were closed before services were provided; and 13 (or 7 per cent) were closed not rehabilitated after some type of service had

been provided. Of the 330 cases accepted, 151 (or 46 per cent) were still active with the Agency. Table III presents the number of cases accepted for services and the types of closures eventually processed.

TABLE II

AGE AND GRADE AT REFERRAL – CASES REMAINING ACTIVE

Year		Grade X M	Grade X F	Grade XI M	Grade XI F	Grade XII M	Grade XII F	Overall Age Range M	Overall Age Range F
1965-66	R	15-5	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
1966-67	R	17-6 20-2	16-9 19-4	17-5 19-11	17-5 20-4	17-1 19-11	17-5 20-4	17-1 20-2	16-9 20-4
1967-68	R	16-5 20-4	16-9 16-9	16-7 18-9	16-10 19-5	17-6 21-1	17-2 21-4	16-5 21-1	16-10 21-4
July-Oct 1968	R	17-5 17-7	-	-	-	-	-	17-5 17-8	-

TABLE III

CASES ACCEPTED AND TYPES OF CLOSURE

Cases	1965-66	1966-67	1967-68	July-Oct 1968	Total
Accepted for services	114	108	102	6	330
Closed status 26	1	47	79	3	140
Closed status 28	2	6	11	7	26
Closed status 30	0	6	5	0	13
Total closed	3	79	96	11	179
Total remaining	111	149	156	111	151

I.Q. Scores

Individual I.Q. scores were available for a majority of the 230 student-clients who participated in the Project. Most of the scores were based on the Wechsler Adult Intelligence Scale (WAIS). A sample comprising 185 student-clients with WAIS scores was selected at random for intelligence classification. The classificatory system was adapted from the model provided by Wechsler (1958).

According to frequency of distribution of the Full Scale I.Q. scores, the dull normal constitute the largest group representing 50.81 per cent of the student-clients. The group with average intelligence ranks second in size, representing 27.57 per cent. The group with borderline retardation represents 17.30 per cent of the student-clients, and is ranked third in order of frequency. Only 4.32 per cent of the student-clients are categorized as mentally defective. The intelligence classification, according to I.Q., together with the percentage in each category, is given in Table IV.

TABLE IV

DISTRIBUTION TOTALS OF I.Q. SCORES

Classification	I.Q. Levels	Full Scale Frequency	Percent
Mental Defective	69 and below	8	4.32
Borderline	70-79	32	17.30
Dull Normal	80-89	94	50.81
Average	90-109	51	27.57
Bright Normal	110-119	-	-
Superior	120-129	-	-
Very Superior	130 and over	-	-
Total		185	100.00

Reading Grades

During the Project period the Gates Reading Survey tests were administered to fifty-five twelfth grade student-clients randomly selected from the population under study. Because of the size of the sample and its representative character, it is assumed that the test results provided a fair index of the reading abilities of the student population at the graduating level. The medians or middle scores of the group indicated that twelfth grade student-clients with borderline to average intelligence generally functioned at the sixth grade level in overall reading ability. The degree of variability in reading skills was indicated by the semi-interquartile range of 1.2 grades. In other words, the middle 50 per cent of the student-clients broadly operated at the fifth to seventh grade levels. The distance between the two extremes in the total range, however, extended to about seven years. Reading grades based on all the three tests of the Reading Survey are presented in Table V.

TABLE V

[illegible]

	Speed of Reading	Reading Vocabulary	Level of Comprehension	Average Grade Score
[illegible]	6.7	6.0	6.0	6.0
[illegible]	1.0	1.0	1.0	1.0
[illegible]	7.6 [illegible]	7.0 [illegible]	7.0 [illegible]	7.6 [illegible]

Months on Agency Rolls

For cases rehabilitated, the highest average time was spent in the planning statuses 10-12. Counseling and guidance and on-employment ranked second and third respectively in length of time. It could be concluded from these figures that working with this particular group of young people requires much more personal

services than purchased services. That is to say that more is required in the way of staff time for planning, counseling, guidance and in-employment follow-up than is required in actual purchased case services--physical restoration, training, etc. The average number of months on Agency rolls for 1967-68 was nearly twice that for 1966-67. This time lag was due to the closing of cases which had been initiated at the tenth grade level. Table VI shows the average number of months the rehabilitated cases remained in the various statuses.

TABLE VI

AVERAGE NUMBER OF MONTHS ON AGENCY ROLLS PER CASE REHABILITATED

Status	1965-66	1966-67	1967-68	1965-1968
Pre-service (Status 10-12)	0	0.09	0.07	0.0
Counseling & guidance (Status 14)	0	0.03	0.07	0
Physical restoration & training (Status 16-18)	0	.04	.09	0
Ready for employment (Status 20)	0	0.03	0.42	0
In employment (Status 22)	0	0.42	0.49	0.3
Acceptance to closure (Status 18-26)	0	0.11	17.66	20.0

Cost of Services

The average cost per case closed rehabilitated by the Project varies greatly from one period to another. For the one case closed rehabilitated during the first period the only expenditure was for transportation in the amount of three dollars. During the first full fiscal year, 1966-67, case services expenditures amounted to $380. This was an average of $14.62 per case closed rehabilitated.

Expenditures for case services averaged $89.01 per case for the second full year when the total money spent was $4,893. The final period covered only a short portion of a year and represented what is usually the slowest season in vocational rehabilitation from a production standpoint. The only money spent during this period was for diagnostic services in the amount of $35.

The total expenditure for case services for the entire demonstration period amounted to $5,696. The average cost per case rehabilitated was $40.69. Over 82 per cent of the total expenditure for case services was incurred during fiscal year 1968 while only approximately 18 per cent of the total was spent during fiscal 1967. The major reason for this difference in expenditures was that while case service funds were limited in 1968 they were even more limited in 1967. The Project grant provided no funds for such expenditures. This made it necessary to use regular Agency money for Project case services. Costs of purchased case services provided for the cases closed rehabilitated are given in Table VIII.

TABLE VIII

COST OF SERVICES PURCHASED FOR REHABILITATED CASES

Service	1966-68	1966-67	1967-68	July 1968	Total
Diagnostic procedures	$0	$800	$1,050	$50	$1,896
Physical restoration	0	67	1,210	0	1,277
Training and materials	0	0	1,000	0	1,000
Maintenance & transportation	0	0	600	0	600
Training allowances	0	0	0	0	0
Other Services	0	119	0	0	119
Total	$0	$986	$3,860	$50	$5,896

Occupations

The occupations in which student-clients of the Project were employed at the time of case closure were varied and fell within seven of the nine broad classifications used in the Dictionary of

Occupational Titles. Ninety (or about 66 per cent) of these youths went to work in clerical and sales occupations. Included in this occupational category are such jobs as messenger, sales clerk, stock clerk, general clerk, mail clerk, telephone operator, cashier, clerk-typist and office machines operator. Service occupations accounted for twenty-six (or 19 per cent) of the job placements and included jobs such as food server, waitress, porter, custodian and baker. Jobs which could not be classified in any of the other broad categories are listed under miscellaneous occupations and comprise about 7 per cent of the total job placements. The four remaining occupational categories accounted for only 8 per cent of the total job placements for the Project student-clients. These figures represent only the cases of those who were employed on a full-time basis. Many other student-clients had been placed on part-time employment during the school year and on full-time temporary employment during their summer vacation from school. Information on the occupations at closure is presented in Table VIII.

TABLE VIII

OCCUPATION AT CLOSURE
(PLACED)

Occupation	Negro	White	Other	Total	Percent
Clerical and sales occupations	1	40	49	1	90	66.70
Service occupations	0	9	16	1	26	19.30
Miscellaneous occupations	0	7	3	0	10	7.40
Skilled craft occupations	0	0	1	0	1	0.80
Farming, fishery, forestry and related occupations	0	0	1	0	1	0.80
Processing occupations	0	1	0	0	1	0.80
Bench craft occupations	0	1	1	0	2	1.50
Total	1	60	69	2	131	100.00

Weekly Earnings

Weekly wages for student-clients rehabilitated by the Project ranged from a minimum of $40.00 to a maximum of $140. The overall average weekly wage was $77.36. The maximum average weekly earnings were generally found the occupational category of farming, fishery, forestry and related areas. The average weekly wages earned by student-clients in the various occupations are listed on Table IX.

TABLE IX

AVERAGE WEEKLY EARNINGS BY OCCUPATIONS
(CLIENTS)

Occupation	1965-66	1966-67	1967-68	July-Oct. 1968
Clerical and allied occupations	$60.00	$64.70	$ 75.70	$65.00
Service occupations	0	65.00	70.00	60.00
Miscellaneous occupations	0	65.00	60.00	0
Machine trades occupations	0	70.00	75.00	0
Farming, fishery, forestry and related occupations	0	85.00	140.00	0
Processing occupations	0	66.00	0	0
Bench work occupations	0	75.00	80.00	0

CHAPTER IV

DISCUSSION AND IMPLICATIONS OF RESULTS

Project 2068-RD had three specific objectives. The first objective was to provide for academic, social, prevocational and vocational needs of handicapped students in secondary schools. This was accomplished through the provision of intensive counseling, vocational guidance including comprehensive evaluation, social case work services, modification of the school curriculum and individual school programs, and prevocational and vocational training. These services were provided cooperatively by the Department of Vocational Rehabilitation and Public Schools professional staffs. The personnel included three Vocational Rehabilitation Counselors, a Psychologist, a Social Worker, a Vocational Adjustment Evaluator and the Project Director from the Department of Vocational Rehabilitation, and an Assistant Principal, a School Counselor, four Teachers, a Reading Specialist, and a Supervising Director of Special Education from Public Schools. The team approach was used in evaluating the needs of individual student-clients. This included case staffing conferences involving different combinations of the cooperative staff such as (1) Vocational Rehabilitation Counselor, Psychologist, and School Counselor; (2) Social Worker, School Counselor, and Vocational Rehabilitation Counselor; (3) Assistant Principal, Vocational Rehabilitation Counselor, Psychologist, School Counselor, Vocational Adjustment Evaluator, and Social Worker; and (4) others.

The second objective of the Project dealt with the provision of vocational rehabilitation services concurrent with educational services. Each student accepted by the Project became a client of the Department of Vocational Rehabilitation and was thereby entitled to the full range of services as indicated by his individual needs. These services included complete diagnoses (medical, psychological, social, vocational, etc.), individual counseling, social case work services, physical restoration, training and training supplies, maintenance and transportation, selective job placement, and follow-up. The significant factor in the provision of vocational rehabilitation services was that they were, in fact, provided concurrent with the educational process while the student-clients were still in school. If this had not been the case most of the Project population would never have been

referred to the Department of Vocational Rehabilitation.

The third objective of the Project was to "establish a mutually facilitative relationship between Public Schools and Vocational Rehabilitation which will enhance the services of each". The establishment of this "mutually facilitative relationship" involved, among other things, the designation of liaison persons within the Department of Vocational Rehabilitation and Public Schools. The Project Director was assigned this responsibility for the Department and the Assistant Superintendent for Junior and Senior High Schools was assigned by Public Schools.

Special Academic Programs

Specifically, some modification of the curriculum was accomplished through the establishment of a special class in office practices and a special reading program for the Project student-clients. These programs were continued as a part of the ongoing school program following the conclusion of the Project.

Special Office Practices Course

The need for the course in office practices is evident. The economy of Washington, D.C., is primarily governmental, and there is a constant demand for trained office workers such as file clerks, receptionists, typists, etc. There are also many jobs for workers who perform low-level tasks or routine, repetitive type duties, such as office machines operators, messengers, etc.

Approximately two years before the Project application, the United States Civil Service Commission adopted a program which allowed special hiring authority for selected jobs that could be performed by individuals who are intellectually limited. This hiring authority requires the State vocational rehabilitation agency to certify as to the suitability of certain jobs for limited individuals as well as to determine the work capabilities and job readiness of the individuals selected for such jobs.

Since the adoption of this special program, the Department of Vocational Rehabilitation has gained considerable experience in

working with the retarded in Government. This experience has produced new insights into the job analysis and job placement for retardates.

For example, it has been found that jobs classified as office machines operator require a combination of skills such as care, adjustment and simple maintenance of machines in addition to operation. This can also be said of messenger type jobs where it is desirable for the incumbent to also have knowledge of addressograph machines, collators, stuffers, etc. It has also been found that typing jobs frequently require basic knowledge of supply and stock room maintenance, cataloging, record keeping such as inventory, copying machine operation, etc.

It follows that special training geared to teaching skills more in accord with actual job demands would be valuable in enhancing the employability of student-clients served by the Project. The general admission standards for clerical and related routine office jobs call for and test verbal ability to conceptualize, abstract and make fine judgments in addition to having specific typing skills, etc. Original school programs were not geared to develop these abilities and many of the functionally retarded students could not profit from such training.

The special office practices course was geared to the needs of student-clients from the standpoint of its content, the length of the course offering, and the size of the classes. The curriculum was adapted for this group; the course ran from four semesters for each student-client (as opposed to one semester for the regular school program); and the class size was limited to fifteen student-clients. The teacher was an integral part of the Project staff. Successful completion of this special training program resulted in suitable job placement for many student-clients either in government jobs or in private business establishments. Clerical and sales occupations accounted for over 65 per cent of the job placements of rehabilitated student-clients in the Project.

The office equipment for instructional purposes in the training program was purchased from the Project funds as proposed in the original application. The equipment included mimeographs,

spirit duplicators, adding machines, cash registers, electric typewriters (some of these had simulated key punch features), punch and binding equipment, photocopier, and file cabinets. The selection of equipment was made only after many conferences with the Supervising Director of Business and Distributive Education--District of Columbia Public Schools.

Reading Program

The special reading program for student-clients was established during the second year of the Project (figures given here are for that year). The establishment of this program was accomplished through the cooperative efforts of the Supervising Director of Special Education--Public Schools, the Coordinator of Special Programs--Public Schools, and the Eastern High School/Department of Vocational Rehabilitation staff. The program involved three teachers and 218 student-clients in twelve classes (six in tenth grade; four in eleventh grade; and two in twelfth grade). It was necessary to reassign two teachers who were already on the Eastern High School staff and hire a third teacher in order to set up this program. None of these teachers was previously associated with the Project.

The basic materials used in this special course were selected from the new materials being published for the disadvantaged youth. Much of this material was vocationally oriented. Supplementary enrichment materials included a wide variety of paperbacks selected at the reading and interest level of the student-clients.

In an effort to measure the effectiveness of this special reading program the student-clients were tested at the beginning of the course (October) and again toward the end of the course (May). The test used was the Stanford Achievement Test. Of the 218 student-clients enrolled, only 104 were present for both testing sessions. Comparison of the test results (Tables 1, 2, and 3 and Figure 1 in Appendix IV) indicates that at the first testing 46 of the 104 student-clients were reading below the fifth grade level while only 2 were reading at or above the eighth grade level. Although 8 student-clients showed no measurable growth, the scores for some of the student-clients showed two to three years improvement. All three

grades showed progress, but the eleventh and twelfth graders did measurably better than the tenth graders. The lack of improvement for the tenth grade may have been partially due to the late arrival of special materials for use with these youngsters.

The study was based on the one-group pretest-posttest design widely used in educational research. Although such a design is vulnerable to some of the confounded extraneous variables that can jeopardize internal validity (Campbell and Stanley, 1963), there are definite indications that the student-clients gained in achievement as a result of this remedial program. It is desirable that an experimental study of this nature be replicated with better controls of internal validity to evaluate statistical significance of the results.

Vocational Rehabilitation Services

The vocational rehabilitation services which were provided for student-clients of the Project were essentially the same as those offered to clients in the regular programs of the District of Columbia Department of Vocational Rehabilitation. However, in the demonstration, these services were provided concurrent with the educational process.

Medical Evaluation

Medical evaluation for the student-client began with a routine general medical examination. This examination was done by one of a panel of physicians under contract with the Department of Vocational Rehabilitation, or a physician in a public clinic, or the student-client's family physician. When this initial examination revealed a condition which suggested the need for evaluation by one or more medical specialists, the Vocational Rehabilitation Counselor made arrangements for necessary evaluations following consultation with the Department's medical consultant and discussions with the student-client and his family. The student-client was excused from school, when necessary, to keep appointments for medical examinations. Specialists examinations provided included orthopedic, dental, ophthalmological, otological, internal medicine, dermatological, eye, ear, nose and throat, and neurological. Speech evaluations were also provided, where necessary. Complete medical

evaluations were available to the Project student-clients at no cost to themselves or their families. Diagnostic work constituted the largest item of expenditure for services rendered to the Project student-clients.

Psychological Evaluation

Psychological evaluation in the Project included both group and individual testing and interviews. Group tests explored non-verbal intellectual functioning, vocational interests, and basic reading and arithmetic skills. Individual tests examined verbal and non-verbal intelligence, personal and social adjustment, special aptitudes, visual-motor development and the possibility of organic impairment. Tests used included the Wechsler Adult Intelligence Scale; the Peabody Picture Vocabulary Test; the Bender Gestalt Test; the Revised Beta Examination; the Gates Reading Survey; the House-Tree-Person Test; and the Rorschach.

The test results consistently pointed up the severe verbal disability and poor basic school skills of this slow learning group of student-clients who had not dropped out of school. In general, the Bender Gestalt and the House-Tree-Person results revealed gross immaturities in social, emotional and visual-motor development. The multiple problems associated with such deficiencies in functioning and with slow or faulty development generally constitute substantial handicaps to placement and advancement on a job.

Psychological evaluation was a slow process with the Project population. Some of the factors which contributed to this slowness were: (1) Scheduling was complicated by the very poor school attendance of the student-clients. Each time a scheduled student did not appear for testing, his attendance had to be checked. If he was not in school that day, another student-client had to be scheduled and officially released from class. (2) The pace at which most of the student-clients worked was extremely slow. If it had been appropriate to urge them to hurry (and it was not), they would become disorganized. Very often the time normally needed for completion of a task was doubled. (3) The school and work needs of a student-client often made it necessary to release him before a test was completed (classroom tests, special reading class, scheduled

lunch period, introduction of a new teaching unit, part-time work schedule, etc.). Rescheduling, with its attendant slow-down hazards, was then required.

Besides these concomitant empirical problems, the psychological testing with deprived groups has its inherent limitations. Standardized tests do not provide reliability data for specific minority groups. Their predictive validity for such groups is also questionable, inasmuch as the norms on which these tests are based are substantially different in composition. Then, there are the problems of "culture-free" or "culture-fair" tests. Differences in experiences and motivation which are linked up with cultural background factors invariably determine the ability of performance in intelligence tests. Standardized tests, when used with disadvantaged minority groups, may determine "the magnitude of deprivation", but may not be as valid in interpretation without due consideration of the social and cultural context. SPSSI (1964) has nicely elucidated this point of view: "...attempts to appraise human 'potential' without defining the milieu in which it will be given an opportunity to materialize are as futile as attempts to specify the horsepower of an engine without knowing how it will be energized."

Psychiatric Evaluation

Psychiatric evaluation was provided when indicated as a result of other diagnostic procedures-medical, social, educational and/or psychological. This evaluation usually consisted of three sessions with the Psychiatrist. These sessions often included the parent or guardian, the Social Worker and/or the Vocational Rehabilitation Counselor. The Project staff was fortunate in that it was able to secure the services of a Psychiatrist who took a personal interest in these troubled young people. Several of the student-clients were found to have problems severe enough to require continued sessions with the Psychiatrist. On a number of occasions these sessions were held in the home, with family members participating in them. Some of these young people with severe problems were among those successfully rehabilitated through the efforts of the Project staff.

Work Evaluation

Work evaluation in the Project included observations of student-clients in work situations both in and out of the high school. Several problems were encountered in attempts to establish work try-out areas outside the school. One such problem was that of insurance coverage for the student-client. Since he could not be considered an employee he could not be covered by workmen's compensation; not being in school for the try-out he could not be covered by school insurance. Another problem was to conform to the minimum wage law for the District of Columbia. Any individual under age 18 who does any work for any person or firm must be paid the minimum wage. These conditions necessitated the placement of student-clients in actual part-time jobs where they could be observed rather than placement in try-out areas per se.

It became apparent that part-time placement for the purpose of observation for work adjustment was not practical for all student-clients. In searching for a solution which would allow involvement of more student-clients in a more diversified evaluation program, it was decided to establish an evaluation shop within the high school. Through negotiation with the school principal and higher level administrators, an adequate shop room was secured for this purpose. This evaluation shop was operational during the last two years of the Project. Some of the areas of assessment in the shop were: postal sorting; wrapping and shipping; office machines operation (typewriter, cash register, adding machine, ticket writing, etc.); woodwork; plumbing; electronic assembly; electrical wiring (house) and trouble shooting (small appliance, bell buzzer apparatus, tube testing, etc.); nurse aide; super market activities (checking, bagging, stock, display, etc.); janitorial services and building maintenance. The occupational areas for which evaluation was available was designed to closely approximate the major employment opportunities found in the metropolitan Washington area.

Additional evaluation in the clerical areas was conducted in the office practices course classroom. In addition to the machines purchased from the Project funds there was a working telephone

switchboard located in this classroom. This equipment was supplied and installed, at no cost to the Project, by the Chesapeake and Potomac Telephone Company of the District of Columbia and was used for both evaluation and training purposes.

The information gathered in the above mentioned evaluation areas was combined with information from other sources (teacher observations, reports from employers, psychological test results, etc.) to produce a comprehensive assessment of the potential of individual student-clients.

Vocational Rehabilitation Counseling

Vocational Rehabilitation counseling for the Project student-client included an initial interview for the purpose of gathering information about him and giving him information about the program; exploration of the student-client's interests and providing information regarding jobs and their requirements; and discussing work skills, work tolerance, work attitudes and work habits, and their relation to locating and maintaining suitable employment.

Groups were also formed for counseling by the Vocational Rehabilitation Counselors and the Social Worker. These groups varied in composition and size. They usually involved both males and female student-clients from two or more different grade levels; there were usually six to eight in attendance at weekly sessions lasting about forty-five minutes each; and the sessions dealt with general problems related to school and work which confront these youngsters in their everyday activities. Role playing seemed very effective in working with these groups. The Project staff involved felt that the teenagers in a role playing situation found an opportunity to express their repressed feelings. It also tended to improve their mental health, inasmuch as spontaneous acting of different characters helped them make a better self-evaluation. As a matter of fact, they could see themselves through the eyes of others.

Social Work Services

The Social Worker for the Project was on the vocational

rehabilitation staff. She provided social case work services to individual student-clients upon referral from other staff members. Much of the Social Worker's time was spent in individual counseling on problems directly or indirectly involving the student-client's home situation. Many home visits were made in an effort to establish and/or maintain a suitable relationship between family members. On some occasions it became necessary for the student-client to move out of the home in order to become an individual in his own right and make a satisfactory personal and social adjustment. These changes were always made with the consent, and often with the blessing, of the parents. The Social Worker became involved with several cases where emotional problems were severe enough to require the services of a Psychiatrist. In such cases it was possible for her to provide much of the support needed by these individuals, not available from other sources.

Vocational Training

Vocational training and training materials were provided to the Project student-clients on an individual basis. In addition to the training offered in the special office practices program in the high school, the Department of Vocational Rehabilitation provided some skill training in private training facilities as well as in on-the-job training situations. On-the-job training is often preferable with this group as it usually guarantees job placement within the training facility. In many cases skill training as such was not indicated because of the limitations of the individual members of the group. The cost of training and materials was less than twelve hundred dollars for all cases rehabilitated during the Project period.

Maintenance

Maintenance and transportation were provided for only a limited number of the Project student-clients and involved an expenditure slightly exceeding eight hundred dollars for all cases closed rehabilitated for the entire period. Most of these youngsters lived at home during the time services were being provided and did not require financial supplementation. Many of them were also employed on a part-time basis in jobs provided through the

placement efforts of the Project staff.

Physical Restoration

Physical restoration services were not indicated for the majority of the Project student-clients. When provided, however, these services included such items as hospitalization, surgery, dental services and prostheses. Expenditures for physical restoration services for rehabilitated cases during the Project totaled less than one thousand six hundred dollars.

Selective Job Placement

Selective job placement for student-clients in the Project was provided by the Vocational Rehabilitation Counselors, the Work Adjustment Evaluator and by Placement Specialists from the regular program of the Department of Vocational Rehabilitation. The Department has a group of Placement Specialists who are housed in the offices of the United States Employment Service for the District of Columbia and who have ready access to job openings available through that Service. The Department is also responsible for the certification of mentally retarded persons to be placed on Schedule "A" civil service jobs. It was only through the combined efforts of all these segments of the staff that the selective job placement of Project student-clients was successful.

Follow-up

Follow-up of student-clients placed in employment was provided by the Vocational Rehabilitation Counselors. This was accomplished through visits to the place of employment where conferences were held with the client and his supervisor; telephone conferences with the supervisor; counselor visits to the client's home and client visits to the counselor's office. The average time devoted to the follow-up of individual student-clients closed rehabilitated during the Project was about two and one half times as long as is normally required by the rehabilitation agency.

Purchased Case Services

The cost of purchased case services for student-clients in the

Project was small when compared with other rehabilitation programs. One reason for this low cost was that training was not provided for many individuals; another reason was that not many cases required physical restoration services. The continuing cooperative program will most likely be more expensive, since it will involve some of the more able students in the various high schools who are to be provided with training and will also cover more students having physical impairments who will require more in the way of medical services.

Intellectual and Reading Ability

Measured intelligence and reading ability are generally regarded as the key to all learning. Consideration of the implications of the intelligence and reading test results of the student-clients in the Project, therefore, seems in order.

Intelligence Classification

As reported earlier, an analysis of the I.Q. scores of a sample of the Project population shows that slightly more than 72 per cent of the student-clients were at the level of the dull normal and below, and roughly 28 per cent fell within the limits of the average. The latter group, although ranked average in measured intelligence, were no doubt performing at lower grade levels along with others. As pointed out by Robinson and Robinson (1965), "aptitude for school achievement and general intellectual ability are not synonymous, even though the I.Q. is a reasonable good predictor of academic success". Personal-social and sensory-motor factors are inevitably implicated in cases of these youngsters from low socio-economic status. Determination of behavioral deficiencies in these aspects, which are frequently concomitant of mental retardation, is based to a great extent on subjective clinical evaluation (Heber, 1961). It is observed that a majority of the student-clients scored a high performance I.Q. in relation to the verbal I.Q. Such a measure "on the Wechsler scale may signify psychopathic tendencies but it also may signify a poverty of educational experience" (SPSSI, 1964). A part of the retardation which is specially evident in impaired learning ability of this clientele is partly, if not fully, the result of

environmental deprivation.

Reading Grades

The results of the Gates Reading Survey tests clearly point out the existing wide disparity in the reading ability of these student-clients who are educationally or functionally retarded. Group teaching of these student-clients is a difficult, if not an impossible, task. The situation becomes further complicated when they are required to follow subject matters or materials which are beyond their speed of grasping and level of comprehension. Loss of interest and frustration in academic pursuits are the obvious results which contribute to the high drop-out rate. As suggested by Gates (1958), slow reading, which is rather acute among the three handicapping conditions in the reading process, may be due to "failure to acquire habits of reading by thought-units". The test results show that the grade scores for reading vocabulary and the level of comprehension are more or less the same. That being the case, the main causes for limited vocabulary and low comprehension level, according to Gates, may be attributable "to low intelligence, to meager general experience, or to a limited amount of reading of varied materials of real substance". The report on reading test scores released in July, 1968 by the Department of Pupil Personnel Services of the District of Columbia Public Schools shows that the city's students read well below national norms. As reading is one of the basic literacy skills imperative for vocational success, it is of utmost importance that remediation measures be applied early in school years to narrow the gap in reading abilities of students in any class. This, in effect, is a reiteration of the recommendation made in the Passow report (1967) that "no class have a reading range more than 2.5 to 3 years wide".

Cooperative Relationships

In the actual operation of Project 2068-RD, the Project Director worked closely with the Assistant Superintendent at the administrative level and with the Assistant Principal in the host high school. All administrative problems, including changes in and/or exceptions to Public Schools policies and procedures, were

negotiated with the Assistant Superintendent. Local problems and innovations were handled by the high school Principal through the Assistant Principal assigned to work with the Project. The results of the Project indicate that much success was achieved in the area of establishing an effective cooperative working relationship with the school system.

Need

Prior to the Project grant application, the Department of Vocational Rehabilitation had counseling personnel assigned to most junior and senior high schools in an attempt to work with the handicapped students who needed special help to make the adjustment between school and employment. (This assignment was in addition to the Counselors' regular case loads.) Working with school Counselors, or other school personnel, the Vocational Rehabilitation Counselors attempted to provide individual handicapped students with needed services such as counseling and guidance, psychological appraisal, training, placement and follow-up. However, most of these services were provided after the student had left the school setting.

Despite these limited measures on the part of the Department, individual handicapped students continued to leave school prematurely or graduate without adequate preparation to compete in the labor market. During the four year period 1961-62 through 1964-65, the number of handicapped students enrolled in the junior and senior high schools of the District of Columbia ranged from 3,928 to 4,994. The number of referrals from Public Schools to the Department of Vocational Rehabilitation for that period ranged from 107 to 256. The first year of the Project (1965-66) saw the number of referrals to the Department increase to 589 while the number reported as handicapped by Public Schools decreased to 3,414. Referrals to the Project that first year totaled 334. Thus, the number of referrals increased by more than 100 per cent through the efforts of the Project even though this involved only one senior high school. Figures for the years 1961-62 through 1965-66 are presented in Appendix V.

Referrals

One significant result of the Project is that some very

effective methods for receiving referrals from Public Schools have been outlined and are presently becoming established. Since the J. Skelley Wright decision was handed down in June, 1967, it has been illegal for Public Schools to practice any sort of grouping of students. The basic track no longer exists and nothing can replace it. Thus, the functionally retarded students with whom the Project was concerned could no longer be identified as a group. When they came into the tenth grade at the Eastern High School they were not separated from students who were less limited or more gifted. It became almost impossible, therefore, to identify and locate these students in the high school before large numbers of them had dropped out. It was also very difficult to determine which students failed to show up at the high school for the fall term.

In an effort to find a way to ameliorate this situation the junior high school ninth grade counselors were directed to identify all students from their school who might meet the eligibility criteria for the Project, and forward a list of the names of these students along with sufficient information to constitute a referral. This directive was sent to the Principal of the appropriate junior high school from the Assistant Superintendent of Junior and Senior High Schools. This method of identification and referral has proven to be very effective.

At the time the Project ended, work was still being done in an effort to get the high school staff, namely the Assistant Principal who is responsible for dropouts, to refer all students who wanted to withdraw from school in the prescribed manner. These students were to be referred to the Vocational Rehabilitation Counselor even before they were given the check-out papers for withdrawal. This referral system has met with some success, and is likely to be accepted by the high schools throughout the District of Columbia.

On an individual basis many of the high school staff members have been actively engaged in making referrals. These include teachers, counselors, nurses, coaches, assistant principals, and the principal.

Project Coordinator–Public Schools

One Assistant Principal of the Eastern High School was assigned one-half time as Project Coordinator for the school side of

this cooperative program. He assumed responsibility for the overall coordination of the Project as it operated within the high school. His duties included coordination of the existing services within the school with the Project program; preventing conflicts between school and vocational rehabilitation personnel; arranging for housing the Project within the school setting; working with school personnel to facilitate interpretation and to get their acceptance of and cooperation in the Project; developing new processes, techniques, methods and curriculum changes in the school program for successful operation of the Project; and providing general consultative assistance to the Project staff as needed. This assignment was given to an individual who had an awareness of the problems and needs of the Project population and who was dedicated to the betterment of this group of young people.

School Counselor for Project Services

School counseling services were provided to student-clients by the one School Counselor assigned to the Project. These counseling services were directed toward the education-rehabilitation goals of the Project as distinct from the regular school counseling services which are less vocationally oriented. The specific duties of the School Counselor included working with individual student-clients on matters supportive to the vocational rehabilitation program, such as personal hygiene, health and safety habits, adjustment to family problems and relationships, and social adjustment; counseling with parents of student-clients in interpreting the goals of the Project and securing their assistance and cooperation; developing programs to provide experiences conducive to enhancement of the self image of individual student-clients; assisting in the development of curriculum material related to the vocational goals of individual student-clients; scheduling classes of individual student-clients to avoid conflicts with the vocational rehabilitation program; assisting in developing on-campus training facilities; interpreting the goals of the Project to teachers and other school personnel and seeking their cooperation. The School Counselor was also an important member of the screening team which considered referrals and made selections for acceptance into the Project. This particular School Counselor maintained an excellent relationship with these youngsters and was quite aware of their strong and weak

points. Her personal awareness of the needs of these youths and her enthusiasm in working with them contributed greatly to the success of the Project.

University Relationship

The original Project proposal suggested that "efforts will be made to involve university programs such as the newly established training program for Vocational Rehabilitation Counselors at Maryland University". The Maryland University program never became actively involved in the Project. However, the more recently established training program for Vocational Rehabilitation Counselors at the George Washington University did become actively involved. Since the establishment of this program, three students in Vocational Rehabilitation Counseling have been assigned to do at least one semester of field internship with the Project staff at the Eastern High School. This initial internship period is a very vital part of the training of these future Counselors as it is usually their first contact with, and introduction to, any local rehabilitation agency. The internship assignments are continuing now that the Project has become an integral part of the Agency program.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Project 2068-RD was sponsored through cooperative efforts of the Department of Vocational Rehabilitation and Public Schools of the District of Columbia. Based on a contractural agreement and leadership of these two agencies, the Project owed its origin in part to the success of similar cooperative programs reported in the literature. Its implementation was facilitated through the financial support of the United States Social and Rehabilitation Service in the form of a demonstration grant for three years, extended on a year to year basis, from 1965-66 through 1967-68.

The Project was purported to serve as a pilot program to provide necessary rehabilitation services—selection, evaluation, vocational counseling and guidance, training, employment, and follow-up—to educable mentally retarded students in secondary schools who had been placed in the "basic track" through ability grouping. The primary purpose of the program was to motivate these young people to stay in school until they reached their full academic potentials, to prepare them for competitive employment in the community compatible with their capabilities during the closing years of their stay in the school, and to assist them in suitable job placement on termination of their relationship with the school. A related aim of the Project was to develop the contractural relationship between the two agencies into a permanent cooperative arrangement, in which the Department of Vocational Rehabilitation units set up in the school system would become a regular feature of the school operations.

The Eastern High School, located in Planning Area C, was selected for Project operations. The entire population of this school was Negro, the majority coming from the socially and culturally disadvantaged background. In 1965 about 12 to 13 per cent of the total enrollment was in the basic track, which accounted for approximately 330 students. This large segment of the student body served as the prospective Project population. With the discontinuance of the track system in June 1967, alternative methods were adopted to identify the mentally retarded youth with vocational potential.

These methods were based on subjective evaluations and clinical diagnoses.

One distinctive feature of the Project activities was the introduction of two special academic courses tailored to the needs of student-clients. These courses pertained to office practices and remedial reading. There are definite indications that these course offerings benefited the students involved. Upon conclusion of the Project, both courses were incorporated into the permanent programs of the school. Another significant event in the Project innovations was the establishment of a work evaluation shop on the school premises. Based on the work sample method, the shop was designed to provide prevocational evaluation both in general and specific job areas. This prevocational unit was suitably equipped to test the potential for employment of the individual student-client in the commercial and industrial community.

During the Project period, 1965-68 through October 1968, 784 referrals were received from the Eastern High School. Of these, 330 cases were accepted for services. The cases closed as successfully rehabilitated during the Project period numbered 140, representing approximately 42 per cent of the cases accepted for services.

Based on I.Q. scores of a sample of the student-clients accepted for services, the intelligence classification shows that the dull-normal (I.Q. limits: 80-89) occupied the interquartile range. Cases with borderline retardation and below (I.Q. 79 and less), and those with average intelligence (I.Q. limit: 90-109) constituted the lowest and highest quartiles respectively. In reading skills, the overall performance of the middle 50 per cent of the student-clients ranged from the fifth to seventh grade levels, whereas there was a spread of seven years in the total range.

On an average the student-clients who were rehabilitated had been associated with the Project for about 9 months in 1966-67 and 18 months in 1967-68. More than half of this time was spent in vocational planning, and counseling and guidance.

It is interesting to note that the total cost of purchased services for the Project cases rehabilitated amounted to only $5,696.

and the average cost per case worked out to $40.62. Sixty-six per cent of the rehabilitated cases were placed in clerical and sales occupations. This is understandable, because most of the Federal government agencies and many industrial and business organizations are located in the Washington metropolitan area. There was a wide disparity in weekly earnings of the student-clients rehabilitated, ranging from $40 to $140. The highest paying jobs appeared in the farming, fishery, forestry, and related occupations in which only a few (about 2 per cent) were employed.

Besides the provision of rehabilitation services to handicapped high school students, the Project served another useful purpose. It participated in an internship program to provide field experiences to graduate students in Vocational Rehabilitation Counseling. The George Washington University is involved in this program which is now a permanent feature of the overall activities of the Agency.

Recommendations

Expansion of Program

The participants in the cooperative effort of Project 2068-RD were satisfied that the program had achieved its limited objectives. In view of this success, the Project has since been incorporated into the regular ongoing programs of both the Department of Vocational Rehabilitation and Public Schools. The incipient education-vocational rehabilitation program should gradually cover all youths with special needs. This expansion should be planned to provide adequate services to youngsters in each of the city's eleven regular high schools and five vocational high schools, and the program should ultimately encompass all disability groups. The first stage of the expansion should include the establishment of additional cooperative units in three selected high schools in the District of Columbia. These high schools should be those in the areas of the city which have the most urgent need for rehabilitation services. Logically, vocational rehabilitation units should be set up at (1) Ballou High School—3401 4th Street, S.E. (planning area D1;

(2) Dunbar High School—1st and N Streets, N.W. (planning area C); and (3) McKinley High School—2nd and T Streets, N.E. (planning area B). A description of each of these planning areas will be found in Appendix VI. The units should be patterned after the demonstration project, with necessary modifications in individual schools. The modifications will probably be needed in the areas of staffing, evaluative methods, work-study programs, etc.

Once the base units have been established the planning for extension of services to the remaining high schools should proceed. Initially, stop gap measures could be instituted such as the detailing of Vocational Rehabilitation Counselors from the base units to the high schools in neighboring communities. Assignment of selected counselors to these high schools could be limited to one day per week in the beginning. As caseloads are built in these high schools, additional units should be set up in accordance with the need.

Caseload

Each Vocational Rehabilitation Counselor's caseload in Project 2068-RD was tentatively limited to sixty cases. Most cases of high school student-clients remained open and active for long periods of time. While these cases required many months in the caseload, they also engaged as much of the Counselor's time on a daily basis as a case which remains open and active for a shorter period.

It is, therefore, recommended that Counselors in cooperative school programs carry larger caseloads which should comprise both long term and short term cases. The exact size of the caseload should, of course, be determined by factors such as the Counselor's experience and the type and severity of disabilities of the clients.

Involvement of School Counselors

During the demonstration period only one School Counselor was assigned to work with student-clients enrolled in the Project. This was a full-time assignment. The arrangement worked quite well, but this was probably because of that particular Counselor's personal interest in the group of youngsters served by the Project. The purposes of the cooperative programs would probably be better

served by involving more School Counselors. Such involvement should be advantageous for several reasons: (1) personal contact on the part of Counselors with a larger number of students who are prospective clients for the program would facilitate more referrals and more adequate provision of services; (2) individual student-clients would not feel "different" because of having a special Counselor; (3) the Counselor would be less likely to become frustrated because of working entirely with handicapped students; and (4) participation of all Counselors in the program should enhance the possibility of involving all, or nearly all, of the high school professional staff.

It is recommended that future cooperative high school programs involve all of the School Counselors on the staff of the participating high school.

Team Approach

The effectiveness of the team approach in working with high school student-clients has been discussed elsewhere in this report. It is recommended that this approach continue to be used where indicated in the expanded program. Again, this calls for greater involvement of all staff working in the program.

Coordination of Academic and Vocational Areas

The coordination of academic and vocational areas has been stressed by many rehabilitation and education workers, as detailed in the review of literature. It was often the topic of discussion at case meetings and staff meetings in the demonstration project, and should continue to be so in the ongoing program. With this need for coordination in mind, the cooperative program staff should diligently seek the assistance of curriculum planners and classroom teachers in an effort to provide an adequate education-rehabilitation sequence for each individual student-client.

Dropouts

The current dropout rate for high schools in the District of Columbia is approximately 11 per cent of the total enrollment per

year. Many of the young people who leave school in this way are never referred to or known to the Department of Vocational Rehabilitation. If and when a student withdraws from school officially, he goes through a check out procedure with the various departments within the school. Whether he drops out officially or unofficially, the school keeps records of all withdrawals.

It is recommended that each student who requests withdrawal from school, for reasons other than moving and/or transfer, be referred immediately to the appropriate Vocational Rehabilitation Counselor for possible services. It is further recommended that the Counselor-Coordinator for each cooperative program make frequent contacts with the Assistant Principal, who is assigned to report all dropouts, in an effort to locate them and determine their needs for vocational rehabilitation services.

Psychological Testing

It is recommended that the psychological testing of student-clients be continued as a service of the Department of Vocational Rehabilitation. Most high school student records do not contain sufficient psychological data on which to base vocational planning for the individual, and it is not always feasible to secure testing through Public Schools due to the shortage of School Psychologists and the resultant delay in scheduling these services. The bulk of testing for the cooperative programs could be done by a Vocational Rehabilitation Diagnostician (Psychometrist), leaving the projective tests to the panel of Psychologists on contract with the Department of Vocational Rehabilitation.

Prevocational Evaluation

It is recommended that a uniform approach to prevocational evaluation be developed for use throughout the cooperative program. This could be done by studying various prevocational evaluation plans, and extracting and adapting the most appropriate parts for use with this group of youngsters. Such a procedure, if adopted, should reduce the number of referrals of cooperative program student-clients to outside facilities for evaluation. The initiation of a uniform approach would require a structured orientation program

for the Work Adjustment Evaluators in the cooperative units.

Planning with Continuing Education

In recent years Public Schools in the District of Columbia have developed comprehensive continuing education programs. One such program is a project in adult basic education. It is recognized that enrollees of the Adult Education Demonstration Center who have an employment handicap require effective education-rehabilitation services. It is therefore recommended that the expanded cooperative program include this project and all other continuing education institutions in the city.

Planning with Special Education

The involvement of Special Education in Project 2068-RD has not been extensive. The cooperative program was worked, instead, through the Junior and Senior High School Office of Public Schools. Several conferences have been held with the Assistant Superintendent for Special Education and the Supervising Director for Special Education (secondary) to discuss the possibilities and advantages of planning for cooperative programs to serve youngsters enrolled in Special Education classes.

The Special Education Department has tentative plans for a "junior sheltered workshop" program. This program would serve severely mentally retarded youths over age sixteen who are presently enrolled in special classes. The program would include classroom instruction (ungraded) and prevocational activities in industrial arts and crafts. Vocational rehabilitation services should certainly be blended in with the activities of such a program in order to insure a smooth transition from school to the world of work.

Planning with Vocational Education

Project 2068-RD has had no direct involvement with Vocational Education. Conferences have been held involving the Assistant Superintendent of Vocational Education and the Supervising Director of Vocational Education. It appears that a cooperative arrangement with that department would do much to

help handicapped youths enrolled in vocational high schools. The dropout rate for vocational high schools is approximately 24 per cent of the total enrollment per year. This being the case, there must be many youngsters with problems in these schools.

The 1968 Amendments to the Vocational Education Act provide for support to cooperative programming with the Department of Vocational Rehabilitation. These amendments recognizes the fact that "vocational education must assume major responsibility for the education of the disadvantaged and the handicapped".

In view of the foregoing discussions, it is highly recommended that the Department of Vocational Rehabilitation and Vocational Education become actively engaged in cooperative planning for programs to insure the provision of vocational education-rehabilitation services to the disadvantaged and the handicapped youth of the District of Columbia.

Cooperative Agreements

It is recommended that all future cooperative programs utilize cooperative agreements such as that used in Project 2868-R(3). These agreements obligate each agency to provide definite proportions of financing and definite education-rehabilitation services, thus promoting a sense of participation in the common cause.

Liaison

The success of Project 2868-R(3) was made possible primarily because of the close cooperation between the two sponsoring agencies. Frequent conferences involving the Project Director and the Assistant Superintendent for Junior and Senior High Schools (or his representative) served to establish and maintain this excellent cooperative working relationship. It is only through the continuation of this relationship that the expanded ongoing program can be successful.

It is recommended that this close liaison between the

Department of Vocational Rehabilitation and Public Schools be continued. Ideally the liaison persons would be the Supervisor of the expanded program in the Department of Vocational Rehabilitation and the Assistant Superintendent for Junior and Senior High Schools. The Assistant Superintendent for Special Education and the Assistant Superintendent for Vocational Education should emerge in the liaison role as their departments become involved in the program. The key word in the liaison efforts should be participation, and not persuasion.

Mutual Orientation

It is felt that informative discussions between the school personnel and the vocational rehabilitation staff help each party understand the working procedures of the other in a better way, and thus establish better relations which contribute to the success of the total program. For this purpose a symposium may be held once or twice a year on the school premises, which should provide a forum for exchange of ideas. Participation of the school Principal and the Supervisor of the school program in the vocational rehabilitation agency is absolutely essential in such a conference to signify its importance in the hierarchy of services for the student body.

Follow-up

Follow-up of cases reported as rehabilitated by Project 20BB-R2 would provide much insight into the area of actual success in these cases. This follow-up could be done one, two, or three years after the conclusion of the Project and could encompass such items as employment success, employers' and colleagues' acceptance and impressions of the student-client, effectiveness of the education-rehabilitation process in individual cases, student-clients' marital and family status, and their adjustment in the community. Such follow-up could also be a cooperative effort of the school and the rehabilitation agency.

Statistical Data

It is recommended that the gathering of statistical data be continued in the expanded cooperative program. Most of the

participant information desired is found on the Form B [SIS], although some crucial areas are omitted, such as the social history. Supplemental information forms in this area may be introduced from time to time for special study purposes. This will provide a better understanding of the problems of the school age youth, especially the disadvantaged.

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The District of Columbia Public Schools and the District of Columbia Department of Vocational Rehabilitation recognizes the need for, and are mutually interested in, providing improved rehabilitation services to handicapped students who are enrolled in the public schools. Dramatic advances made through research and demonstration activities, both in the field of education and in vocational rehabilitation over the past several years, have proven that substantial numbers of young people who have handicapping conditions can acquire sufficient skills to make it possible for them to become productive-contributing members of society. These advances along with a constant increase in enrollment and the consequent increase in the number of handicapped students require concerted effort to apply the best rehabilitation techniques in the most effective way.

Vocational Rehabilitation is a service established in the District Government, and with assistance from the Federal Government, to assist individuals with physical or mental impairments so that they can best utilize their skills and abilities. Services provided include vocational counseling and guidance, diagnosis, physical restoration, therapy, training, selective job placement, and follow-up. Gainful employment includes employment in the competitive labor market, self-employment, family work where payment may be in kind rather than in cash, homemaking, sheltered employment, and homebound work of a remunerative nature.

It is agreed that, viewed from the standpoint of numbers, resulting complications and cost, the problem of training the handicapped is enormous. Education and rehabilitation must therefore go hand in hand. Rehabilitation will reduce the cost to the District economy in the loss of individuals from the productive labor market. It will reduce the stigma and social prejudice that affects not only the individual directly concerned but his family as well.

PURPOSE OF THE AGREEMENT

The purpose of this agreement is to develop and maintain an effective cooperative working relationship between Public Schools and the Department of

Vocational Rehabilitation. It is the belief of the two agencies that mutual agreement and cooperation will develop maximum utilization of the resources of each agency toward the provision of improved rehabilitation services to the eligible disabled students enrolled in public schools. Such cooperative efforts should enable those students to adjust to the social and economic demands of society through becoming able to obtain gainful employment either when they graduate from school or when their education is terminated.

[illegible]

A. Designation of Liaison Persons

A representative of each agency shall be designated to serve as liaison persons to collaborate in cooperative efforts, establishing controls and procedures that will effect satisfactory execution of the agreement. The liaison persons will evaluate procedures and working relationships and will prescribe such action as will result in the above objectives. The liaison representative of Public Schools will be the Assistant Superintendent for Junior-Senior High Schools. The liaison representative of the Department of Vocational Rehabilitation will be the Deputy Director.

B. Joint Staff Training and Conferences

The needs of handicapped students will be met to a greater extent if there is a mutual understanding, by the personnel of both agencies, of the written agreement, facilities, resources, procedures, program to be undertaken and problems encountered. This will be accomplished through joint training and staff conferences, mutually arranged, for exchanging information concerning functions and responsibilities of personnel. The responsibility for scheduling such staff training and conferences will be vested in the liaison personnel.

[illegible]

The establishment of a Vocational Rehabilitation-Public School program will be for the purpose of providing appropriate rehabilitation services at the time and place when they will be most effective in helping disabled students become vocationally adjusted so that when they leave the school setting they can become employed.

A. Services to be furnished by Public Schools

(c) Those services customarily provided students enrolled in public schools, including, but not limited to:

1. Psychological testing services;

2. Group assessment studies for guidance, instructional and curriculum adjustment purposes;

3. Revision of core curriculum to adapt to needs of students with special problems or who are unable to perform as they must;

4. Development of new techniques and materials for use with the culturally disadvantaged child;

5. Special classes to provide schooling for youths who have been suspended or separated from school with emphasis on social and academic readjustment leading to a return to school or a classroom situation;

6. School improvement programs geared to promote an improved understanding of, and a heightened sensitivity on the part of teachers to, the problems and needs relating to education in low socio-economic areas;

7. Special efforts to promote increased participation by parents in the programs of Public Schools;

8. Establishment of dropout prevention programs with objectives of (1) develop and improve in children and their parents sound academic and vocational aspirations for the students; (2) develop a realization that it is desirable for students to complete the 12th grade if possible; and (3) equip students with a sound appreciation of the world of work;

9. Establishment of work-study activities and vocational education programs.

(d) Services to be furnished by the Department of Vocational Rehabilitation:

1. Vocational diagnosis and determination of eligibility for vocational rehabilitation services;

2. Vocational counseling and guidance;

3. Testing as not ordinarily provided by Public Schools;

6. Physical restoration including prostheses;

6. Vocational training and training supplies;

6. Maintenance and transportation where needed and not available;

7. Selective placement;

8. Follow-up;

9. Other vocational rehabilitation services as indicated.

E. Duplication of Services

Extreme care will be exercised to avoid the duplication by other agency of services that are normally provided by the other and activities which are the legal responsibility of one agency will not be assumed by the other agency.

D. Joint Screening and Selection of Potential Cases

Close liaison and reciprocal consultation service will be established to develop procedures for joint screening and selection of cases.

E. Provision of Physical Facilities

Adequate space and facilities will be made available by Public Schools. All maintenance of such space and utilities will be provided by Public Schools.

F. Case Information

Every effort will be made to preserve the confidential nature of case material. To provide an effective working relationship, there will be a free exchange of information and access to case records between Public Schools and the Department of Vocational Rehabilitation.

JOINT COMMUNITY RELATIONSHIP

A. Each agency, under this agreement, will assume responsibility for developing improved public understanding for the acceptance of the handicapped student.

B. Each agency will cooperate with all other agencies, public and private, which offer potential contributions toward more effective rehabilitation services for the handicapped youth of school age, either enrolled in school or recently dropped from school.

E. It is the intent of both agencies that everything possible will be done to advance the rehabilitation of handicapped school age youth.

ORGANIZATION AND FINANCING

A. The Vocational Rehabilitation program set up in selected public high schools will be an identifiable vocational rehabilitation service that will be under the administrative control of the Department of Vocational Rehabilitation and will operate in the high schools in quarters provided by Public Schools.

B. Financing of the Vocational Rehabilitation program will be under the provisions of the District of Columbia State Plan for Vocational Rehabilitation and will qualify for Federal fund participation under Sections 2, 3, or 4 of the Federal Vocational Rehabilitation Act. The State share will be provided from the General Fund appropriation of the District of Columbia as appropriated for Public Schools or the Department of Vocational Rehabilitation. Such Public School funds will be identified and certified for rehabilitation services by Public Schools to the Department of Vocational Rehabilitation.

MISCELLANEOUS

A. All provisions of the agreement shall become effective immediately upon signature of persons shown below.

B. It is intended that this agreement shall continue on a permanent basis and may be revised or amended by mutual consent.

THIS AGREEMENT EXECUTED THIS THE _____ DAY OF _____ 196 .

PUBLIC SCHOOLS

_____

President, Board of Education

_____

Superintendent of Schools

VOCATIONAL REHABILITATION

_____

Norman W. Pierson
Department of Vocational Rehabilitation

[illegible]

[illegible]

[illegible]

Department of Employment Rehabilitation
[illegible]
[illegible], D.C. [illegible]

[illegible]

Date:_____

Client Name:_____Client Number:_____

Address:_____

Telephone No._____Race_____Sex_____Social Security No._____

Disability_____Present Age_____Birthplace_____

U. S. Residence (Year)_____How Verified_____

Referred Source (Name of person and/or agency)_____

_____
(Address) (Telephone No.)

Person to Contact in Emergency_____

_____
(Address) (Telephone No.)

Client's Military Service (Branch)_____Date of Service_____

Type of Discharge_____Reason of Separation_____

_____

_____

Education: Type of Class Attended: (Hi); Special Educational Regular; Date Class; Correspondence; Other:_____

Name and Kind of School Attended: Elementary 1 2 3 4 5 6 7 8 9 10 11 12_____

College 1 2 3 4_____
(Major)

Other Training, Skills, and Hobbies_____

Occupational Licenses or Certificates Possessed_____

Civic Membership, List Trade and Local Dues & Co._____

Former Unemployment Benefits?_____Final Service Status_____

[illegible]

[illegible]

[illegible]

[redacted]

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[illegible]

Source of information	Page No.	Date rec'd	Check to validate
a. [illegible] (Specify cases and witnesses)			
(1)			
(2)			
b. [illegible] (Specify cases and witnesses)			
(1)			
(2)			
c. [illegible] (Specify cases and witnesses)			
(1)			
(2)			

Interviewer's Signature and Comments

[illegible]

[illegible]

a. [illegible]

i. [illegible]
ii. [illegible]
iii. [illegible]
iv. [illegible]
v. [illegible]
vi. [illegible]
vii. [illegible]
viii. [illegible]
ix. [illegible]

b. [illegible]

i. [illegible]
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vii. [illegible]
viii. [illegible]
ix. [illegible]

c. [illegible]

i. [illegible]
ii. [illegible]
iii. [illegible]
iv. [illegible]
v. [illegible]
vi. [illegible]
vii. [illegible]
viii. [illegible]
ix. [illegible]

a. [illegible]
b. [illegible]
c. [illegible]

d. [illegible]
e. [illegible]
f. [illegible]

[redacted]

[redacted]

[redacted]

[illegible]

[illegible] _____ [illegible] _____

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]									

[illegible] CHILD ABUSE PROJECT
SOCIAL WORK REPORT
Parent: _____

Family

Total:
Children:

Interviews

Total:
Home visits:
Telephone:
With other professionals:

Services offered

Counselling and therapy:
Family information and/or social history:
Referral:
Other

Contact: attempted and not produced.

Telephone:
Home visits:
Total:

Complaint by Counsellor

Charles:
Anthony:
Brown:

Name of Student_____

Academic Standing:

Place in class:

Range of Grades:

Grade Average:

8th and 9th	A	B	C	D	F
Past 2 yrs H.S.	A	B	C	D	F

Personal Qualities

Outstanding	o's	Notes
Outstanding	x's	

Social Adjustment:

Outstanding	o's	Notes
Outstanding	x's	

Remarks:

Name of Student_____

S. S. S. Teacher

Group

Name of Book Date Given Book
No. Grade Size

Institution

Name of Book Date Given Book

Other Books

EASTERN HIGH SCHOOL PROJECT
EVALUATION LABORATORY REPORT
Rehire Scale

NAME_____ AGE_____ DATE OF EVALUATION_____

EVALUATOR'S NAME_____ TYPE OF WORK_____

I. PERSONALITY RELATED CHARACTERISTICS OF THE CLIENT
Ranking Scale For Listed Characteristics

5 = Characteristic acceptable
4 = Characteristic Marginal, Work Improving
3 = Characteristic Marginal
2 = Characteristic Unacceptable But Improving
1 = Characteristic Unacceptable

WORK FACTORS		PERSONAL FACTORS	
ATTENDANCE		APPEARANCE	
Endurance		Personal Hygiene	
Attempt/Interest for Work		Grooming	
COMMUNICATION		RELATIONSHIPS	
Positive Relations Environment		With Fellow Workers	
Positive Oral Communication		With Supervisor	
Receptive Environment			
SAFETY		ATTITUDE	
Awareness		Self Confidence	
Carefulness		Cooperative	
Motivation for Work		Acceptance of Criticism	
Attendance		Self Control	
Punctuality			
Need For Supervision			
Dependable			

COMMENTS

DISTRICT HIGH SCHOOL PROJECT
SITE/FACILITIES EVALUATION REPORT - SAMPLE

5 = Theoretically Xerophytic
4 = Theoretically Marginal but Improving
3 = Theoretically Marginal
2 = Theoretically Hydrophytic but Improving
1 = Theoretically Hydrophytic

Classification (1,2,3,4,5)

Card No.

0

NAME | AGE | OCCUPATION | PHONE

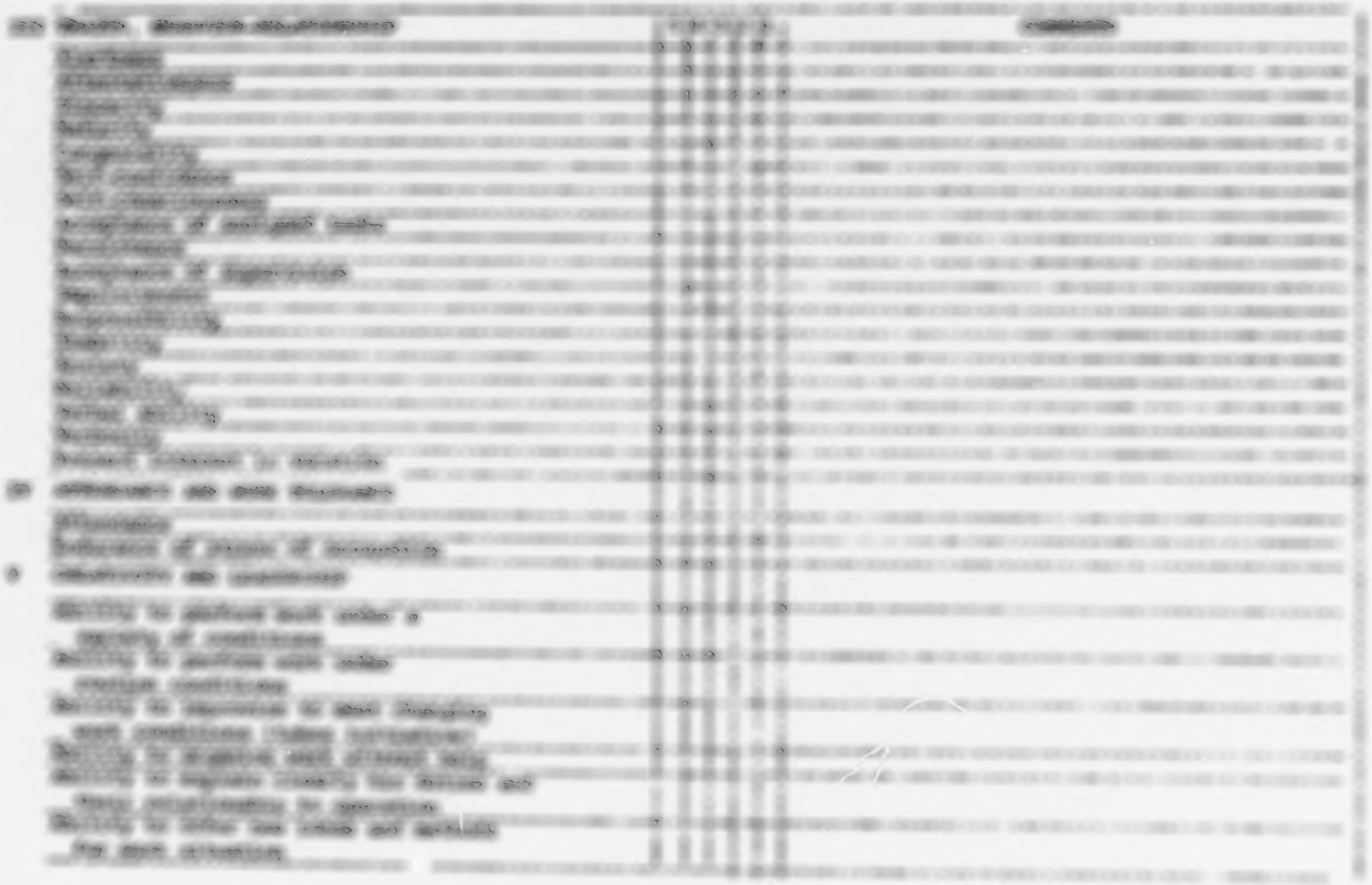
00 0
01

ADDRESS | EVALUATOR

DATE
MONTH
YEAR
DATE
MONTH
YEAR

00 ENVIRONMENT AND CONSTRUCTION | COMMENTS

Speed of Construction
Ratio of Improvements
Landscape Value Considerations
Cost of Site Work Over Normal Conditions
Cost of Site Work Under Normal Conditions
Accessibility
Availability of Labor & Materials
Determination of Highest & Best Use



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[illegible]

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[illegible]

[illegible]
[illegible]

[illegible]
[illegible]
[illegible]

For the Week of [illegible] Client [illegible]

[illegible]	[illegible]	[illegible]
1. [illegible]		
2. [illegible]		
3. [illegible]		
4. [illegible]		
a. [illegible]		
b. [illegible]		
c. [illegible]		
5. [illegible]		
a. [illegible]		
6. [illegible]		
a. [illegible]		
b. [illegible]		
c. [illegible]		

[illegible]

[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

[illegible]

[illegible]

[illegible]

[illegible] _____ [illegible] _____

	Speed	Quality	Overall Rating
A. [illegible]			
B. [illegible]			
C. [illegible]			
D. [illegible]			
E. [illegible]			
F. [illegible]			
G. [illegible]			
H. [illegible]			
I. [illegible]			
J. [illegible]			

[illegible]

[illegible] _____

[illegible]

[redacted]

[redacted]

[redacted]

[redacted]			
1.	[redacted]		
2.	[redacted]		
3.	[redacted]		
4.	[redacted]		
5.	[redacted]		
6.	[redacted]		
7.	[redacted]		

[redacted]

[redacted]			
1.	[redacted]		
2.	[redacted]		
3.	[redacted]		
4.	[redacted]		
5.	[redacted]		
6.	[redacted]		
7.	[redacted]		
8.	[redacted]		

[redacted]

[redacted]

[redacted]

[redacted]

[illegible]

[illegible]

EASTERN HIGH SCHOOL PROJECT
EVALUATION LABORATORY REPORT
Diagnostic Evaluation Check List for Horticulture

[illegible]

I. [illegible]				
II. [illegible]				
III. [illegible]				
a. [illegible]				
b. [illegible]				
c. [illegible]				
d. [illegible]				
e. [illegible]				
IV. [illegible]				
a. [illegible]				
b. [illegible]				
V. [illegible]				
a. [illegible]				
b. [illegible]				
c. [illegible]				
d. [illegible]				
e. [illegible]				
f. [illegible]				

[illegible]

[illegible]

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[redacted]

[redacted]

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]							
[redacted]							
[redacted]							

[illegible]

[illegible]

[illegible]

Project [illegible]
Form No. 10

[illegible] HIGH SCHOOL PROJECT
EVALUATION LABORATORY REPORT
Diagnostic Evaluation Check List for Clerical

Report for Used of: _____ Client: _____

Activity	Speed	Quality	Overall Rating
1. Typewriter Handling			
2. Typing			
3. Shorthand			
4. Spelling			
5. Differentiation			
6. Grammar			
7. Filing			
8. Telephone Directory			
9. Composition			
Summary Ratings			

Ratings:

Excellent	A
Good	B
Average	C
Poor	D
Unacceptable	E

Personal Characteristics: [illegible]

Factor	Rating
1. Work Drive	
2. Planning	
3. Tact	
4. Temper	
5. Speech	
6. Personality	
Summary	

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]		
[illegible]		
[illegible]		

APPENDIX III

PROFESSIONAL STAFF

Department of Vocational Rehabilitation

Project Director

The responsibilities of the Director were to supervise the Project operations and to offer technical assistance and guidance to all the Project personnel. His major duties included: establishment of vocational rehabilitation services and programs within the confines of procedures; consulting with school officials on training arrangements and establishment of prevocational and work-study programs within the school system; development of screening, evaluation and intake procedures for student-clients to be served by the Project; initiating and conducting joint conferences between school and vocational rehabilitation staffs on providing services to student-clients in the Project; assisting in the development and implementation of new processes, techniques, and methods, as well as in the curriculum changes needed for the Project; development of special facilities and services needed by the Project including vocational or on-the-job training, job placement, and follow-up services; and establishing mutual relationships between the school, the Project, and the community to promote community interests in the school and the Project activities and to make use of community resources when necessary.

Vocational Rehabilitation Counselors

Vocational Rehabilitation Counselors conducted vocational appraisal and screening conferences with individual student-clients; developed vocational diagnoses and plans; determined eligibility of individual student-clients for vocational rehabilitation services and prepared a plan delineating the nature and scope of such services; approved expenditures for purchased case services including medical and psychiatric diagnoses, physical restoration, provision of artificial appliances, vocational training, etc; approved training programs and arrangements for individual student-clients; conducted placement and follow-up; prepared and maintained individual case records and reports; and assisted in interpreting vocational aspects of individual student-client plans, as necessary.

Psychologist

This person made maximum utilization of available psychological data and services from the school; administered psychological tests, when

necessary; conducted consultation and guidance discussions with teachers and vocational rehabilitation personnel toward a more thorough understanding of the student-client's behavior, personality makeup and vocational potentials; and developed special therapeutic programs for individual student-clients where indicated.

Vocational Adjustment Evaluator

The Evaluator appraised assets and limitations for employability, of individual student-clients, by using the work sample technique in the evaluation unit; developed prevocational and vocational units on and off campus; made training arrangements in conjunction with various trainers; held consultations with classroom teachers concerning the adaption of instruction to work preparation goals for individual student-clients; developed programs to familiarize the individual student-client with specific jobs within his capabilities; presented tasks related to the specific job skills for exploration through classwork or manual experience; kept records and compiled prevocational and vocational data for evaluation; and provided consultative service where necessary.

Social Worker

The incumbent of this position had the responsibility for psycho-social evaluation and provision of social casework services for student-clients. The caseload was considered rather complex because of the character of the clients served, who, for the most part, were socially deprived. The Social Worker worked with the Psychologist and the Vocational Rehabilitation Counselors in assembling necessary case data, including social, medical, educational, vocational, and other information to aid in the determination of a rehabilitation prognosis; evaluated these data from a social work viewpoint and presented findings to the Project Director and other personnel; conducted interviews with student-clients and their families; contacted other agencies which were in a position to assist student-clients and their families; prepared student-clients and their families for referral to such agencies; maintained necessary documented records on each individual student-client; and kept abreast of new programs, recent research, and new community endeavors in rehabilitation and social work with special emphasis on programs for disabled youth.

Clerical Staff

The clerical staff for the Project consisted of two Clerks-Typists/Machine Transcribers.

Assistant Principal (full-time)

The Assistant Principal assumed responsibility for coordination of the Project operations from the school side. His duties, inter alia, included: coordinating existing services within the school with the Project program; preventing any conflict and overlapping of duties between school and vocational rehabilitation personnel; arranging for the housing of the Project within the school building; working with school personnel to facilitate interpretation and to get their acceptance of and cooperation in the Project; assisting in the development of screening, evaluation and intake procedures for student-clients to be served by the Project; planning and implementing modifications to instructional methods and materials and also to curriculum, where necessary, to enhance the efficacy of the demonstration; and furnishing general consultative assistance to the vocational rehabilitation staff as needed.

School Counselor (full-time)

The duties of the School Counselor assigned to the Project included: meeting with teachers and other school personnel to interpret goals of the Project and seek their cooperation; scheduling classes of individual student-clients to avoid conflicts between the school and rehabilitation programs; assisting in setting up on-campus prevocational units; assisting in the development of curricular material related to the vocational goals of individual student-clients; and developing programs to provide learning experiences for social growth of individual student-clients.

Teacher for Office Practices Course (full-time)

This teacher was responsible for: developing the curriculum for skill training in Office Practices; organizing training tasks to parallel actual work situations in business and government; keeping abreast of the changes in the job market to develop suitable training programs for individual student-clients; and maintaining contacts with other teachers to determine the progress of the individual student-clients in different subject fields for the purpose of amending the training program, if necessary.

Project Consultants

Department of Vocational Rehabilitation

Director
Deputy Director
Medical Consultant
Psychiatric Consultant
Supervisor of Services to the Mentally Retarded
Chief, Industrial Operations and Placement Activities
Public Information Officer

Public Schools

Superintendent of Schools
Deputy Superintendent of Schools
Assistant Superintendent in Charge of Junior and Senior High Schools
Assistant Superintendent in Charge of Vocational Education
Assistant Superintendent in Charge of Pupil Personnel Services
Assistant Superintendent in Charge of Buildings and Grounds
Supervising Director of Special Education
Supervising Director of Business Education
Director of Curriculum

APPENDIX IV

COMPARATIVE READING SCORES--SPECIAL ACADEMIC PROGRAM

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

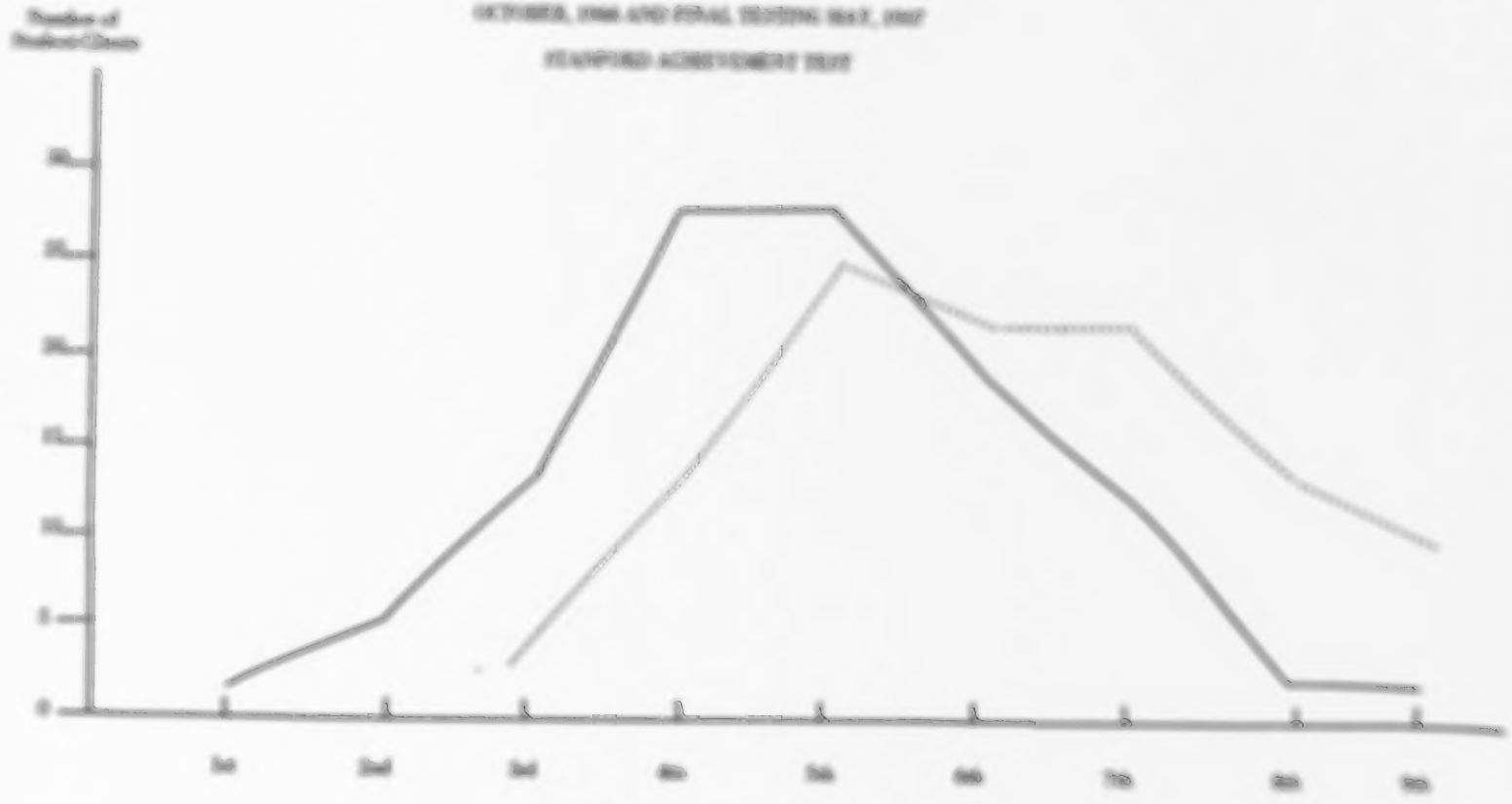
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

FIGURE 1

DIFFERENCE IN AVERAGE SCORES – INITIAL TESTING

OCTOBER, 1966 AND FINAL TESTING MAY, 1967

STANFORD ACHIEVEMENT TEST



APPENDIX V

SCHOOL ENROLLMENT AND REFERRAL DATA

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

APPENDIX VI

DESCRIPTION OF PLANNING AREAS

Planning Areas

The District of Columbia Mental Health Planning Program has outlined four major planning areas within the city. These planning areas are respectively designated with the letters A, B, C and D and are described below.

Planning Area A

Planning Area A was one of the areas that suffered a decrease in population, 3,570 persons, during the period from 1960-1965. This area has the highest median age (42.3) of the four major planning areas. As of the 1960 Census, 46.8 per cent of the residents were 45 years of age or over. It is an area in which there are not many young people; only 12.7 per cent of the residents were 14 years of age or younger. Area A has the highest average education and income in the city (51 per cent of the population had some college in 1960 and 48.6 per cent of the area's families had incomes in 1959 of over $8,000 per year). Area A has the largest percentage of sound housing (96.4 per cent) and the least conditions of overcrowding.

As of the third quarter of fiscal year 1967, 169 clients were active with the Department of Vocational Rehabilitation from Area A. Referrals from this predominantly white, middle class sector of the city tend to be individuals who are very seriously disabled, that is, persons with severe physical handicaps, the multiply handicapped mentally retarded, and the severely emotionally disturbed.

Planning Area B

The population of Area B, an estimated 254,000 persons as of July 1, 1965, is the largest in the city. It is also the fastest growing planning area with a 50 per cent rate of growth from 1960 to 1965. It is essentially a racially heterogeneous area in which a large number of Negro and white middle class families reside. Area B has next to the highest level of educational attainment and income in the city; however, the median income is in excess of $3,000 less than the median family income of Area A. The median age of Area B is 33.5 and the age distribution is skewed in the direction of persons in their mid and late teens, 20's, 30's and 40's. At the time of the 1960 Census only 12.5 per cent of the area population were under 14 years of age. Area B also provides the best overall housing and living conditions in the city next to Area A. In spite of the

generally favorable characteristics of Area B, it has some of the most impoverished neighborhoods and it shares with Area C the highest incidence of serious crime.

As of the third quarter of fiscal 1967, 1294 cases from Area B were active with the Department of Vocational Rehabilitation. Unlike other planning areas there are no distinct characteristics that typify the clients referred for services.

Planning Area C

Area C is truly the problem area of the city. With an estimated population of 247,200 persons in 1965, this is the second most populous planning area. From 1962 to 1965 Area C experienced a population increase of 19 per cent. In excess of 85 per cent of the population is Negro, reflecting almost the exact opposite of racial imbalance in population in Area A. The median age of Area C residents is 24.0 years and the age distribution is relatively even. As of the 1960 Census, 32.1 per cent of the population fell into the 14 years of age and younger category, 41.3 per cent of the residents fell into the 15 through 44 age group and 26.6 per cent of Area C citizens were 45 years of age and older. Of the four major planning areas, Area C has the lowest level of educational attainment and the lowest median income. The median number of school years completed for Area C residents is 8.5 and only 11.5 per cent of the residents have any college education. The percentage of persons completing one to four years of high school is 40.3 while 48.2 per cent of the population attained an eighth grade education or less. The median income as of 1959 for Area C families was $4,559, less than half of the median income of Area A families and approximately $1,500 less than the other major planning areas. Twenty-two per cent of Area C housing is considered to be either deteriorating or dilapidated and conditions of overcrowding are more extensive than in any other area of the city. Another distinctive characteristic of Area C is that it provides the base for most of the non-publishing industrial operations in the city.

Area C shares Area B's dubious distinction of having the city's highest crime rates. For example, in fiscal year 1965 58.8 per cent of the 44,218 arrests for violations of the District of Columbia's intoxication laws occurred in Area C. As might be suspected most of these arrests were made in areas which harbor many of the city's slums.

As of March 31, 1967, forty-five per cent of the Department's referrals for the fiscal year were from Area C. A large portion of public assistance referrals, persons with chronic physical conditions, individuals with behavioral disorders and rather severe degrees of emotional disturbance, and alcoholics are referred to the Department of Vocational Rehabilitation from this part of the city.

Planning Area D

Area D is destined to be the fastest growing sector in the city during the next 20 years. This growth potential is reflected in the fact that Area D is a relatively low density residential area with the city's only significant amount of undeveloped land remaining to be developed. As of 1965, an estimated 144,700 persons resided in this area. The area experienced a 43 per cent population increase between 1960 and 1965. Although Area D was racially heterogeneous in 1965, school population statistics reflect an increasing migration of white residents from this area. Area D has the largest percentage of young people in the District of Columbia and the lowest percentage of older people of the four major planning areas. The median age of the area's population was 25.2 years as of the 1960 Census: 32.7 per cent of the residents were under 14 years of age at that time and only 4.4 per cent of the residents were over 65. Educational attainment and median family income of Area D residents ranks somewhat higher than Area C and lower than the other two major planning areas. The median number of school years completed for Area D residents, 25 years of age and older, is 11.0; 28.4 per cent of the population completed eighth grade or less; 52.9 per cent completed one to four years of high school, and 17.7 per cent of Area D residents completed some college. The median family income in 1959 for Area D residents was $5,905, very close to the $5,992 median for all District of Columbia families. Generally speaking, Area D housing is relatively new. It is second only to Area A in the percentage of sound housing (95.2 per cent), and has, next to Area C, the highest percentage of overcrowded living conditions in the city. The latter may be attributable to the fact that Area D has a rather large number of public housing projects.

As of March 31, 1967, Area D accounted for 14 per cent of the Department of Vocational Rehabilitation's referrals for the fiscal year. For the most part, Area D referrals were Negro youth with behavioral disorders resulting from social and economic deprivation.